DOCUMENT RESUME

ED 099 472 95 CE 002 537

AUTHOR	Kester, Ralph J.; Gallagher, John V.
TITLE	Selected Measures of Diffusion Variables. Occasional Paper No. 1.
INSTITUTION	Ohio State Univ., Columbus. Center for Vocational and Technical Education.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	74
NOTE	133p.
EDRS PRICE	MF-$0.75 HC-$6.60 PLUS POSTAGE
DESCRIPTORS	Bibliographies; *Diffusion; *Educational Innovation; *Educational Research; Information Seeking; Search Strategies; Use Studies

ABSTRACT

This volume has been prepared to assist researchers who are seeking procedures or devices for measuring the variables related to the diffusion of innovations in education. Measurement procedures and devices are reviewed, and abstracted information is provided for an initial review of the instrument by researchers. The abstract is not intended as a review of the literature relative to findings. The variables represented by the measurement references contained in this document can be considered only as representative of what is contained in the literature relative to the five categories outlined: (1) characteristics of innovations, (2) social contest of educational organizations, (3) characteristics of organizations, (4) characteristics of individuals, and (5) degrees of acceptance/adoption/installation. This document should expedite the location and/or development of instruments in the following ways: (1) in the case that the measure does not need to be translated, the researcher is saved the time and expense of developing his own instrument; (2) the researcher is provided a base or framework within which to set his ideas; and (3) if no relevant information can be found, the researcher can be somewhat confident that he has searched a significant section of the instruments available to meet his purpose. (Author)

ED 099472

Occasional Paper No. 1

SELECTED MEASURES OF DIFFUSION VARIABLES

Ralph J. Kester

John V. Gallagher

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

The Center for Vocational and Technical Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio

1974

CE 002 537

The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official National Institute of Education position or policy.

BEST COPY AVAILABLE

MISSION OF THE CENTER

The Center for Vocational and Technical Education is an independent unit on The Ohio State University campus. It serves a catalytic role in establishing consortia to focus on relevant problems in vocational and technical education. The Center is comprehensive in its commitment and responsibility, multidisciplinary in its approach, and interinstitutional in its program.

The Center's mission is to strengthen the capacity of state educational systems to provide effective occupational education programs consistent with individual needs and manpower requirements by:

- Conducting research and development to fill voids in existing knowledge and to develop methods for applying knowledge
- Programmatic focus on state leadership development, vocational teacher education, curriculum, and vocational choice and adjustment
- Stimulating and strengthening the capacity of other agencies and institutions to create durable solutions to significant problems
- Providing a national information storage, retrieval, and dissemination system for vocational and technical education

FOREWORD

This volume was prepared as a reference document by the Diffusion Program of The Center for Vocational and Technical Education, The Ohio State University, Columbus, Ohio. In the course of researching the diffusion process, it became apparent that instrumentation was crucial. Also, the development time for instrumentation, if done well, is extensive. Therefore, it is imperative that the researcher be informed as to whether the instruments that measure the variables he is concerned with exist.

The document is seen as supplementary to several other compilations which exist and are identified within. No attempt is made to critique the studies represented, nor to assess the instrument's overall worth. The only intent is to provide abstracted information concerning relatively standard elements of any instrument. On this basis, the researcher is encouraged to refer to the original source to make any definite decisions as to the appropriateness of the instrument referenced to his study.

We acknowledge the valuable contribution of Dr. Mary B. Kievit, Rutgers University, who served as a consultant at the beginning of the project and provided an initial listing of references.

In addition to the authors, Ralph J. Kester and John V. Gallagher, we wish to acknowledge the direction provided by William L. Hull, Diffusion Program director.

Robert E. Taylor
Director
The Center for Vocational
and Technical Education

TABLE OF CONTENTS

	Page
FOREWORD	*iii*
INTRODUCTION	3
IDENTIFYING VARIABLES POTENTIALLY RELATED TO DIFFUSION: A CONCEPTUAL FRAMEWORK	5
DESCRIPTION OF THE SEARCH	7
REFERENCES TO COMPILATIONS OF INSTRUMENT REVIEWS	13
EXPLANATION OF INSTRUMENT ABSTRACT FORMAT	15
CROSS-REFERENCED BIBLIOGRAPHY	17
CROSS-REFERENCED LISTING OF INSTRUMENT VARIABLES	21
ABSTRACTS OF INSTRUMENTS BY CATEGORY	
Characteristics of Innovations	23
Social Context of Educational Organizations	27
Characteristics of Educational Organizations	35
Characteristics of Individuals	81
Degree of Acceptance/Adoption/Installation	123

INTRODUCTION

This volume has been prepared to assist the efforts of researchers who are seeking procedures or devices for measuring the variables related to the diffusion of innovations in education. Measurement procedures and devices are reviewed, and abstracted information is provided for an initial review of the instrument by researchers. The abstract is not intended as a review of the literature relative to findings.

Researchers in the behavioral sciences tend to study basically the same phenomena, but in different settings (e.g., business and industry, politics, education, etc.). Therefore, the measurement devices reviewed within this document may have been used in a context other than education. This does not detract from their usefulness, but only presents a translation or alteration problem in some cases. The researcher interested in a particular segment of the educational system (e.g., vocational and technical education) is faced with the same potential translation problem. However, this document should expedite the location and/or development of instruments in the following ways:

1. In the case that the measure does not need to be translated, the researcher is saved the time and expense of developing his own instrument.

2. In the case that the measure does need to be translated, the researcher is provided a base or framework within which to set his ideas.

3. In the case of finding no relevant instrument, the researcher can be somewhat confident that he has searched a significant section of the instruments available to meet his purposes.

1/2/3/4

IDENTIFYING VARIABLES POTENTIALLY RELATED TO DIFFUSION: A CONCEPTUAL FRAMEWORK

The parameters for the search and identification of measurement procedures and instruments were defined by a conceptual framework of the diffusion process as developed by the Diffusion Program staff. An exposition of this conceptual framework follows.

Innovative products, procedures, and practices that have relevancy for education agencies emanate from *sources external* to school systems (e.g., federal agencies, state departments of education, centers for research, development and diffusion, universities and colleges), and from *sources internal* to the school and local community (e.g., curriculum committees, new or changed administrative leadership, local evaluations, etc.). The *type of innovation* being introduced also varies greatly (e.g., information document, instructional technique, organization or system). In addition, each setting (e.g., the individuals, organization) is somewhat unique.

Despite the apparent complexity of the elements involved in the acceptance or diffusion of any innovation, the basic schema or paradigm is relatively simple. Katz has defined diffusion as "the (a) acceptance (b) over time (c) of some specific item—an idea or practice, (d) by individuals, groups, or other adopting units, linked (e) to specific channels of communication, (f) to a social structure, and (g) to a given system of values or culture."[1] In other words, any change can be said to involve (1) an innovation—"concept . . . , an attitude . . . , a tool with accompanying skills . . . , or two or more of these together, introduced to an individual, group, institution, or culture that had not functionally incorporated it before"[2]; (2) individuals in roles of initiators (e.g., change agents or advocates), or of acceptors (e.g., clients, targets, or consumers); (3) an organization and/or group structure of which the individuals are elements; (4) the general context (e.g., demographics, norms, history, etc.) in which the change is being attempted; and (5) the degree of acceptance, utilization, and/or change that resulted.

Within each of these five categories, there is a considerable number of variables that can be identified as having potential for affecting the diffusion process. However, no standard variables exist in any of these categories. Therefore, the variables represented by the measurement references contained in this document can be considered only as representative of what is contained in the literature relative to the five categories outlined on the following page.

---

[1]Elihu Katz; Martin L. Levin; and Herbert Hamilton. "Traditions of Research on the Diffusion of Innovations," *American Sociological Review*, April 27, 1963, pp. 237-252.

[2]Harbans S. Bhola. "The Configurational Theory of Innovation Diffusion," *Indian Educational Review*, Vol. 2, No. 1 (January 1967), pp. 42-72.

1. Characteristics of Innovations
2. Social Context of Educational Organizations
3. Characteristics of Organizations
4. Characteristics of Individuals
5. Degree of Acceptance/Adoption/Installation

DESCRIPTION OF THE SEARCH

After the development of the conceptual schema that assisted in defining the parameters of the study, a strategy was developed for identifying acceptable measurement references. This included the following basic steps:

1. Establish the criteria for selection.[3] The following criteria were selected:

   a. Can the variable referenced be classified within the five categories identified?

   b. Is the measurement device clearly identifiable within the context of the reference?

   c. Does the reference provide evidence of reliability and validity analysis?

   d. Is the format of the instrument appropriate?

      (1) Is the language non-threatening?

      (2) Does it require a short time to administer?

      (3) Does it not require highly trained interviewers or interpreters?

   e. Does the purpose of the study indicate the instrument's usefulness in identifying diffusion-related variables?

2. Establish and carry out an ERIC search (the *Research in Education* banks only). This resulted in 331 hits. (See p. 8 for a description of the ERIC search strategy.)

3. Review the ERIC search and devise a plan to maximize the abstracting of references from the ERIC search.

The ERIC search strategy consisted of three parts (Sections A, B, and C). The first section (A) used three groups and various descriptors. The second (B) and third (C) sections used two groups.

---

[3]Although it would be desirable to apply all of the criteria all of the time, it is more accurate to state that all of the criteria were applied most of the time.

Section A

	Group A	Plus Group B	Plus Group C
Descriptors	Measurement	Surveys Questionnaires Interview Instrument	Cooperation Behavior Change Behavior Patterns Influence Interpersonal Organizational Human Relations Attitude Tests Communication Problems Intergroup Psychological Characteristics Beliefs Dogmatization Behavior

Section B

	Group A	Plus Group B
Descriptors	Surveys Questionnaires Measurement Comparative Analysis Interview Instrument	Innovation

Section C

	Group A	Plus Group B
Descriptors	Surveys Questionnaire Measurement Comparative Analysis Interview Instrument	Diffusion Adoption (Ideas)

4. Identify promising journals. Recommendations were made by a search team and by experts in the behavioral sciences. The journals identified as most promising were:

   a. *Administrative Science Quarterly*

   b. *American Behavioral Scientist*

   c. *American Journal of Sociology*

   d. *American Sociological Review*

   e. *Journal of Applied Behavioral Science*

   f. *Journal of Applied Psychology*

   g. *Journal of Marketing*

   h. *Sociometry*

   The journals that tended to be most useful in providing appropriate and sufficient information were:

   a. *Administrative Science Quarterly*

   b. *American Sociological Review*

   c. *Journal of Marketing*

5. Review of several compilations in addition to the ERIC search and journals:

   a. *Measures of Political Attitudes* (John Robinson, et al., 1968)

   b. *Measures of Occupational Attitudes and Occupational Characteristics* (Robinson, et al., 1969)

   c. *Measures of Social Psychological Attitudes* (Robinson, et al., 1969)

   Robinson, et al., describe their search procedures as follows:

   > Our searching procedure took us back through the earliest issues of *Psychological Abstracts* as well as the printed history through 1966 of most likely periodical sources of psychological instruments (*Journal of Abnormal and Social Psychology, Journal of Social Psychology,* and the *Journal*

of Applied Psychology) and sociological or political measures (*Sociometry, American Sociological Review, Public Opinion Quarterly*, and the *American Political Science Review*). Doctoral dissertations were combed by examining back issues of *Dissertation Abstracts* and we are grateful to University Microfilms of Ann Arbor for providing us with pertinent dissertations. Still, not all universities belong to this service; Harvard, notably, is not a member. *Dissertation Abstracts* is also relatively recent. Contact with the large variety of empirical research being done at the University of Michigan opened new leads and widened our search, as did conversations with expert researchers we were able to contact at the 1965 and 1966 annual meetings of the American Sociological Association and the American Psychological Association. These meetings also served to bring a number of other empirical instruments to our attention.

d. *Sociological Measurement* (Charles Bonjean, et al., 1967) This volume thoroughly reviewed every issue of *American Journal of Sociology*, *American Sociological Review*, *Social Forces*, and *Sociometry* between 1954 and 1965.

e. *Scales for the Measurement of Attitudes* (Marvin Shaw and Jack Wright, 1967)

f. *Handbook of Research Design and Social Measurement* (Delbert G. Miller, 1964)

g. Dr. Bernard Indik, Rutgers University, granted permission to examine the measurement devices used for studies of industrial, military, volunteer, and service organizations which he has been compiling.

h. Another compilation of instrument reviews entitled *Measuring Human Behavior* (Dale Lake, et al., eds., 1973) was also reviewed. This compilation is a comprehensive and major analysis of the state of measurement devices to date in almost all areas of the behavioral sciences.

Many of the compilations provided very superficial information concerning the instrumentation. Prior to the advent of the Lake, et al., volume, the Robinson, et al., volume, the the Miller, et al., volume were the only other compilations that included the categories of information contained in this document. The authors decided not to duplicate reviews of instruments already contained in the comprehensive Robinson, et al., Lake, et al., and Miller, et al. volumes. Therefore, at the end of this discussion reference is given to compilations that tend to focus on various sets of variables. The Lake, et al., compilation also includes an annotated bibliography of several other existing compilations.

6. Generate a list of potential references based on (a) a judgment of the relevancy of the titles from other compilations, (b) a briefing of the abstracts in the ERIC search, and (c) a review of articles in some of the journals listed previously. The only volume that was searched comprehensively was *The Administrative Science Quarterly* from 1969 through 1972. Other journals were searched via reference in other compilations and the exploration of other leads. Also, the 1971 through 1972 issues of the three most useful journals previously listed were searched.

7. Design the format for abstracting the measurement device information in such a way as to assist researchers in the evaluation of the context of the instrument and its measurement properties.

8. Abstract the information. This activity became a very time-consuming task due to the lack of specificity of the information provided in the references. Numerous studies provided very little, if any, information on the reliability and validity of the instruments used in each particular study. Specific information was also lacking on: (1) the population and sample being studied, (2) the variable measured, and (3) clear definitions of terms.

In summary, the search encompassed a significant portion of existing documentation on instruments related to measuring diffusion variables.

REFERENCES TO COMPLICATIONS OF INSTRUMENT REVIEWS

Barton, Allen H. *Organizational Measurement and Its Bearing on the Study of College Environments.* Princeton, New Jersey: College Entrance Examination Board, 1961.

Beatty, Walcott H., ed. (Inventory prepared by Donald J. Dowd and Sarah C. West.). *Improving Educational Assessment and an Inventory of Measures of Affective Behavior.* Washington, D.C.: Association for Supervision and Curriculum Development, National Education Association, 1969.

Bonjean, Charles N.; Hill, Richard J.; and McLemore, S. Dale. *Sociological Measurement: An Inventory of Scales and Indices.* San Francisco: Chandler Publishing Company, 1967.

Buros, Oscar Krisen. *Tests in Print.* Highland Park, New Jersey: The Gryphon Press, 1961.

_____. *The Sixth Mental Measurements Yearbook.* Highland Park, New Jersey: The Gryphon Press, 1965.

Cattell, Raymond B., and Warburton, Frank W. *Objective Personality and Motivation Tests: A Theoretical Introduction and Practical Compendium.* Urbana, Illinois: University of Illinois Press, 1967.

Ferneau, Ernest W., Jr. "Inventory of Drug Abuse Research Instruments." Mattapan, Massachusetts: Mattapan Chronic Disease Hospital, Boston City Hospital Psychiatry Service, n.d.

Hoepfner, Ralph; Strickland, Guy; Stangel, Gretchen; Jansen, Patrice; and Patalino, Marianne. *CSE Elementary School Test Evaluation.* Los Angeles: University of California at Los Angeles, Graduate School of Education, Center for the Study of Evaluation, 1970.

Horne, Eleanor V. *Test Collection Bulletin.* Princeton, New Jersey: Educational Testing Service, n.d.

Johnson, Orval G., and Bommarito, James W. *Tests and Measurements in Child Development: A Handbook.* San Francisco: Jossey-Bass, Inc., Publishers, 1971.

Kegan, Daniel. *Scales/RIQS: An Inventory of Research Instruments.* Evanston, Illinois: Northwestern University, The Technological Institute, Department of Industrial Engineering and Management Sciences, September, 1970.

Lake, Dale G.; Miles, Matthew B.; and Earle, Ralph B., Jr., eds. *Measuring Human Behavior.* New York: Columbia University, Teachers College, Teachers College Press, 1973.

Miller, Delbert C. *Handbook of Research Design and Social Measurement.* 2nd edition. New York: David McKay Company, Inc., 1970.

EXPLANATION OF INSTRUMENT ABSTRACT FORMAT

HEADING

The heading of the abstract consists of the LABEL OF THE VARIABLE follwed by (THE TITLE OF THE MEASUREMENT DEVICE), which is in parentheses. If no title was given in the reference, this is specified.

REFERENCE:

This item lists the reference from which the instrument was taken.

EXPLANATION OF VARIABLE(S):

This item gives the basic label used for the variable(s) as used in the reference. An explanation of the definition or components of the variable(s) also is provided.

CONTEXT OF USE:

This item indicates the purpose or general nature of the objectives of the study in which the instrument was used.

DESCRIPTION OF THE MEASURING DEVICE:

This item describes the basic content format and/or mode of questioning used in the study.

ILLUSTRATIVE QUESTION:

This item gives an example of the items used. If no examples were included, this is specified.

ADMINISTRATIVE PROCEDURES:

This item indicates the method(s) used to present the questions to the respondents (e.g., mailed questionnaire, personal or group interview).

RELIABILITY/VALIDITY:

The reliability assessment of the instrument is reported in terms of measures of stability (e.g., test-retest) or internal consistency (e.g., split half or parallel tests). The validity assessment of the instrument is reported in terms of three types of validity:[4]

Criterion-Related Validity—The extent to which scores on one variable, usually a predictor, may be used to infer performance on a different and operationally independent variable called a criterion.

Construct Validity—The degree to which scores may be used to infer differences among hypothetical relationships that describe the objects (e.g., individuals, groups, organizations) being tested.

Content Validity—The degree to which scores on the sample may be used to infer performance on the whole.

The studies being reviewed for this document frequently did not provide information concerning reliability or validity assessment or provided information not sufficiently clear to be reported.

SAMPLE/POPULATION:

This item describes the actual respondent sample and the population these respondents are purported to represent. An attempt is made, also, to provide information concerning how the sample was selected.

AVAILABILITY OF THE MEASURING DEVICE:

This item indicates where the instrument can be obtained. In cases in which no information was given within the reference, the reader is referred to the author of the reference.

---

[4]These definitions were adapted from a paper by Robert M. Guion entitled, "Open A New Window; Validities and Values in Psychological Measurement." Bowling Green State University, (n.d.).

CROSS-REFERENCED BIBLIOGRAPHY

Bib. No.	Reference	Page No.
1	Allen, B. J. "The Construction of an Instrument to Measure American Socio-political Values." *The Journal of Social Psychology*, LXXXVII, June 1972, pp. 45-49.	83
2	Allen, Francis R., and Bentz, W. Kenneth. "Toward the Measurement of Sociocultural Change." *Social Forces*, Vol. 43 (May 1965), pp. 524-525.	29
3	American Market Research Bureau. "Measuring Self-Concept." New York: AMRB, Research Report, May 1972.	85
4	Brown, Michael E. "Identification and Some Conditions of Organizational Involvement." *Administrative Science Quarterly*, Vol. XIV, No. 3 (1969), pp. 346-355.	47
5	Brunson, Quinn, et al. "Implementation of the Teacher and His Staff Concept Project." Grand Forks, North Dakota: The University of North Dakota, The Bureau of Educational Research and Services, 1969. (ED 035 580)	87, 89, 91, 93, 95
6	Chesler, Mark Arnold. "Social Structure and Innovation in Public Schools." Doctoral dissertation, University of Michigan, 1966. (ED 014 817)	49
7	Clark, N. Cecil. "An Instrument for Measuring Staff Sentiments Toward Self, School, and Profession." Paper presented at the American Educational Research Association Convention, Chicago, Illinois, April 1972.	97
8	Clinton, Alfred, and House, John H. "Attributes of Innovations as Factors in Diffusion." Paper presented at the American Educational Research Association Convention, Minneapolis, Minnesota, March 1970. (ED 138 347)	25
9	Corwin, Ronald; Taves, Marvin J.; and Haas, J. Eugene. "Social Requirements of Occupational Success: Internalized Norms and Friendship." *Social Forces*, Vol. 39 (October 1960), pp. 135-140.	99

Bib. No.	Reference	Page No.
10	Dudley, Charles Jackson. "Task Structure, Allocation of Power, and Satisfaction of Organizational Members in Six Schools." Eugene, Oregon: Center for the Advanced Study of Educational Administration, University of Oregon, September 1969. (ED 035 094)	51
11	Evans, Judith T. "Characteristics of Open Education: Results from a Classroom Observation Rating Scale and a Teacher Questionnaire." Newton, Massachusetts: Educational Development Center, August 1971. (ED 058 160)	53, 55
12	Fanelli, A. Alexander. "A Typology of Community Leadership Based on Influences and Interaction Within the Leader Sub-system." *Social Forces*, Vol. 34 (May 1965), pp. 332-338.	31
13	Gerhardt, Ed, and Miskel, Cecil. "Staff Conflict, Organizational Bureaucracy, and Teacher Satisfaction." Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, April 1972.	57
14	Getels, J. W., and Guba, Egon G. "Role, Role Conflict, and Effectiveness: An Empirical Study." *American Sociological Review*, Vol. 19 (April 1954), pp. 164-175.	101, 103
15	Gottesfeld, Harry. "Educational Issues of the Ghetto as Seen by the Community People and Educators." New York: Yeshiva University, Ferkauf Graduate School of Humanities and Social Sciences, 1969.	33
16	Graham, William K. "A Method for Measuring the Images of Organizations." Paper presented at the Annual Meeting of the Western Psychological Association, Los Angeles, California, April 1970. (ED 058 273)	59
17	Gross, Edward. "Symbiosis and Consensus as Integrative Factors in Small Groups." *American Sociological Review*, Vol. 21 (April 1956), pp. 174-179.	61
18	Hall, Richard H. "An Empirical Study of Bureaucratic Dimensions and Their Relation to Other Organizational Characteristics." Doctoral dissertation, The Ohio State University, 1961.	37
19	Jenks, R. Stephen. "An Action-Research Approach to Organizational Change." *The Journal of Applied Behavioral Science*, Vol. VI, No. 2 (April/June 1970), pp. 131-150.	63

Bib. No.	Reference	Page No.
20	Kelley, Harold H., and Volkart, Edmund H. "Resistance to Change of Group-Anchored Attitudes." *American Sociological Review*, Vol. 17 (August 1952), pp. 453-465.	105
21	Langenbach, Michael. "Development of an Instrument to Measure Teachers' Attitudes Toward Curriculum Use and Planning." *The Journal of Educational Research*, Vol. LXVI, No. 1 (September 1972), pp. 35-38.	107
22	Likert, Rensis. *The Human Organization: Its Management and Value.* New York: McGraw-Hill Book Company, 1967.	65
23	Lowin, Aaron; Hrapchak, William J.; and Kavanaugh, Michael J. "Consideration and Initiating Structure: An Experimental Investigation of Leadership Traits." *Administrative Science Quarterly*, Vol. XIV, No. 2 (1969), pp. 238-253.	109
24	Miller, Donald F. "Oregon Small Schools Program: A Title III Project." Salem, Oregon: Educational Coordinates Northwest, May 1971.	67, 69, 125, 127, 129
25	Miner, John B. *The Administrator and Organizational Character.* Eugene, Oregon: The Center for the Advanced Study of Educational Administration, University of Oregon, 1967.	111
26	Ochitwa, Orest P. "Phase III: A Study of the Organizational Climate of High and Low Adopter Elementary Schools in the Province of Saskatchewan." Regina, Saskatchewan, Canada: Saskatchewan Teachers' Federation, February 1972.	71, 131
27	Pennings, Johannes M. "Work-Value Systems of White-Collar Workers." *Administrative Science Quarterly*, Vol. XV, No. 4 (December 1970), pp. 397-405.	113
28	Reynoldson, Roger L. "The Interrelationships Between the Decision-Making Process and the Innovativeness of Public Schools." Logan, Utah: Utah State University, November 1969. (ED 035 101)	39, 133
29	Ringer, Wayne B. "Adult Education Organizations Relative to Program Development Affecting Innovative Procedures and Flexibility to Change." Chicago: The University of Chicago, 1968. (ED 030 076)	43
30	Rizzo, John R.; House, Robert J.; and Lirtzman, Sidney I. "Role Conflict and Ambiguity in Complex Organizations." *Administrative Science Quarterly*, Vol. XV, No. 2 (1970), pp. 150-162.	73

Bib No.	Reference	Page No.
31	Russell, Earl B. "Measurement of the Change Orientation of Vocational Teachers." Columbus, Ohio: The Center for Vocational and Technical Education, The Ohio State University, December 1972.	115
32	Schneider, Benjamin. "Organizational Climate: Individual Preferences and Organizational Realities." *Journal of Applied Psychology*, Vol. LVI, No. 3 (June 1972), pp. 211-217.	75
33	Stanton, Howard R., and Litwak, Eugene. "Toward the Development of a Short Form Test of Interpersonal Competence." *American Sociological Review*, Vol. 20 (December 1955), pp. 668-674.	117
34	Stehno, Edward; Stuckey, Milo; and Miskel, Cecil. "The Relationship Between Formal and Informal Organizations of Three Secondary Schools. Paper presented at the American Educational Research Association Convention, Chicago, Illinois, April 1972.	45, 77
35	Thornton, Russell. "Organizational Involvement and Commitment to Organization and Profession." *Administrative Science Quarterly*, Vol. XV, No. 4 (December 1970), pp. 417-426.	119
36	Weiss, Robert S., and Jacobson, Eugene. "A Method for the Analysis of the Structure of Complex Organizations." *American Sociological Review*, Vol. 20 (December 1955), pp. 661-668.	79
37	Wiener, William K. "Interpersonal Compatibilities of Innovative and Non-innovative School Principals and Curriculum Coordinators." Paper presented at the American Educational Research Association Convention, Chicago, Illinois, 1972.	121, 135

CROSS-REFERENCED LISTING OF INSTRUMENT VARIABLES

Variables	Bib. No.	Page No.
I. Characteristics of Innovations		
Attributes of Innovations	8	25
II. Social Context of Educational Organizations		
Rate of Sociocultural Change	2	29
Community Leadership	12	31
Belief Systems as Related to Education	15	33
III. Characteristics of Educational Organizations		
Formal		
Bureaucratic Dimensions	18	37
Centralization of Decision-Making	28	39
Characteristics of Bureaucracy	29	43
Characteristics of Bureaucracy	34	45
Social		
Identification with the Organization	4	47
Social System Elements in Schools	6	49
Task Structure/Allocation of Power/Job Satisfaction	10	51
Features of the Learning Environment	11	53, 55
Staff Conflict in Education Organizational Settings	13	57
Individual's Perceptions of Organizations	16	59
Relationships between Individuals Within a Group	17	61
Interpersonal Relations of an Organization's Members	19	63
Organizational Characteristics	22	65
Organizational Climate	24	67
Management System Style	24	69
Change Proneness of Elementary Schools	26	71
Role Conflict and Ambiguity	30	73

Variables	Bib. No.	Page No.
Organizational Climate	32	75
Informal Group Structures	34	77
Structure of Complex Organizations via Role Relationships	36	79
IV. Characteristics of Individuals		
American Sociopolitical Values	1	83
Psychographics	3	85
Teacher Attitudes Toward Teacher Aides	5	87
Teacher Attitudes Relative to Educational Setting	5	89
Expected Change	5	91
Teacher Aide Competencies	5	93
Pupils' Attitudes Toward Teacher Aides	5	95
Staff Sentiment	7	97
Internalized Norms and Friendship	9	99
Role Conflict	14	101, 103
Valuation of Membership in a Group	20	105
Teachers' Attitudes Toward Curriculum Participation	21	107
Leadership Traits	23	109
Job Performance Criteria	25	111
Work Value Systems	27	113
Change Orientation	31	115
Interpersonal Competence	33	117
Organizational Commitment	35	119
Interpersonal Relations Needs	37	121
V. Measure of Degree of Acceptance/Adoption/Installation		
Degree of Adoption of Innovative Practices	24	125
Student Perceptions	24	127
Teaching Strategy or Methodology Used	24	129
Degree of Adoption of Educational Innovations	26	131
Innovativeness of Public Schools	28	133
Innovativeness of Schools	37	135

ATTRIBUTES OF INNOVATIONS
(No title was provided)

REFERENCE:

Clinton, Alfred, and House, John H. "Attributes of Innovations as Factors in Diffusion." Paper presented at AERA, Minneapolis, Minnesota, March 1970. (ED 038 347)

EXPLANATION OF VARIABLE(S):

Attributes of Innovations - sixteen perceived aspects of educational innovations such as clarity of results, initial cost, and repercussions were measured.

CONTEXT OF USE:

The general problem was to specify a set of attributes of innovations and explore the extent to which these attributes have utility in accounting for acceptance of innovations.

DESCRIPTION OF THE MEASURING DEVICE:

The device measured the following sixteen attributes: (1) clarity of results, (2) initial cost, (3) repercussions, (4) division of trial, (5) novelty, (6) association with teaching, (7) complexity, (8) pleasure, (9) pervasiveness, (10) colleague approval, (11) efficiency, (12) advantage, (13) continuing cost, (14) compatibility, (15) administrative approval, and (16) penalty. Each attribute of innovations was operationalized in terms of an item on a five-point Likert-type scale to reflect the degree to which an innovation possessed each attribute. Eighteen innovations were then rated by the respondent, using the Likert scale of the sixteen attributes.

ILLUSTRATIVE QUESTION:

Neither sample questions nor the questionnaire were included in the reference.

ADMINISTRATIVE PROCEDURES:

No information was provided.

RELIABILITY/VALIDITY:

Internal consistency was analyzed by a principal component factor analysis, which resulted in five underlying factors.

Criterion-related validity was established through coefficients of correlations with a measure of adoption. F probabilities for multiple correlations indicated that both the sixteen *a priori* factors and the five factor analytic factors differentially related to the eighteen innovations.

SAMPLE/POPULATION:

A total of 337 teachers from five large urban systems, grades K-13, participated. No information was given about the size of the total population, nor method of selection.

AVAILABILITY OF THE MEASURING DEVICE:

Information on availability may be obtained from Alfred Clinton, Director of Instruction, Secondary Schools, Vancouver, Canada; and John H. House, Associate Professor of Educational Administration, Ontario Institute for Studies in Education, Toronto, Canada.

Social Context of Educational Organizations

RATE OF SOCIOCULTURAL CHANGE
(Index of Sociocultural Change)

REFERENCE:

Allen, Francis R., and Bentz, W. Kenneth. "Toward the Measurement of Sociocultural Change." *Social Forces*, Vol. 43 (May 1965), pp. 522-532.

EXPLANATION OF VARIABLE(S):

Rate of Sociocultural Change - defined as consisting of four components: (1) rate of increase in standard of living, (2) rate of population growth, (3) rate of industrial technological-urban development, and (4) rate of increase in the educational level.

CONTEXT OF USE:

The study was designed to devise an index of variables that would logically (not statistically analyzed) correlated with various aspects of sociocultural change in the fifty American states.

DESCRIPTION OF THE MEASURING DEVICE:

The Index of Sociocultural Change measures the rate of change in the fifty American states from 1940-1960 through thirty-two indicators. The indicators are grouped under the subheadings: population; businesses, industries, and technology; government and politics; communication; transportation; education; agriculture; health; social welfare; crime; and the family.

ILLUSTRATIVE QUESTION:

Percent change in percentage that urban population is of total _____ .

ADMINISTRATIVE PROCEDURES:

Census information was used to complete information for the indicators. The data were subjected to factor analysis to ascertain the existence of underlying components of cultural change.

RELIABILITY/VALIDITY:

Thirty-two indicators were factor analyzed; this analysis broke out thirteen factors. The thirteen factors were capable of rank-ordering states relative to change, which indicates some

criterion-related validity. No other validity information was provided. Using the rating index twice, the correlation of the rank ordering of states was .90.

SAMPLE/POPULATION:

The total set of fifty American states were used.

AVAILABILITY OF THE MEASURING DEVICE:

The Index of Sociocultural Change is located in Table 1 (pp. 522-532).

COMMUNITY LEADERSHIP
(No title was provided)

REFERENCE:

Fanelli, A. Alexander. "A Typology of Community Leadership Based on Influences and Interaction Within the Leader Subsystem." *Social Forces*, Vol. 34 (May 1965), pp. 332-338.

EXPLANATION OF VARIABLE(S):

Community Leadership - defined as the perceived influence or extensiveness of interactions between identified community leaders.

CONTEXT OF USE:

This paper focused upon the community leaders in a small Mississippi community. The analysis was directed toward two major questions: (1) To what extent do community leaders play a generalized leadership role in community affairs? and (2) Can leaders be meaningfully differentiated along the combined dimensions of influence and extensiveness of interactions?

DESCRIPTION OF THE MEASURING DEVICE:

The unnamed mailed questionnaire asked the community leader four questions concerning: (1) who he perceives to be the influential persons in the community, (2) whether he discusses community problems with other leaders, (3) which other leaders he would want to serve on community projects with, and (4) which of the other leaders he is associated with in community organizations.

ILLUSTRATIVE QUESTION:

Name from the enclosed list of leaders those persons with whom you have discussed the two leading community problems (the need for new industry and expanded recreational facilities) and another current issue (proposed constitutional amendment empowering the state legislature to abolish the public school system).

ADMINISTRATIVE PROCEDURES:

The questionnaire was mailed with a cover letter that explained that the study was being conducted by mail, so that respondents would feel free to give their honest judgments. Follow-up letters were sent to those who did not respond to the first mailing.

RELIABILITY/VALIDITY:

No specific tests were used to determine either the reliability or validity of the instrument.

SAMPLE/POPULATION:

Twenty-five leaders, named via a survey of 304 randomly selected, white adults in a small Mississippi town, were sent the questionnaire. Twenty responded to the questionnaire.

AVAILABILITY OF THE MEASURING DEVICE:

The measurement device is clearly explained and some sample questions are included in the reference. The complete questionnaire is not included in the reference.

BELIEF SYSTEMS AS RELATED TO EDUCATION
(Educational Survey)

REFERENCE:

Gottesfeld, Harry. "Educational Issues of the Ghetto as Seen by the Community People and Educators." New York: Yeshiva University, Ferkauf Graduate School of Humanities and Social Sciences, 1969.

EXPLANATION OF VARIABLE(S):

Belief Systems as Related to Education - beliefs concerning the relative importance of seventy-six elements of education such as class size were measured.

CONTEXT OF USE:

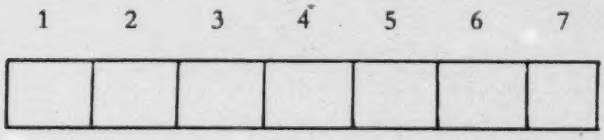
The purpose of this study was to identify major issues underlying the educational beliefs of community people and educators.

DESCRIPTION OF THE MEASURING DEVICE:

The questionnaire, *Educational Survey*, consists of seventy-six items concerning educational activities. Respondents were requested to rate each activity on a seven-point opinion scale. Background information on each respondent was also requested.

ILLUSTRATIVE QUESTION:

How important is it to have small classes?



ADMINISTRATIVE PROCEDURES:

Group administration of the questionnaire was used for community respondents attending PTA, local school board, and other community meetings. Respondents from other groups answered the questionnaire in groups or individually.

RELIABILITY/VALIDITY:

Thirty persons pretested the questionnaire by answering the questions on two different occasions. Correlations on factors ranged from .52 to .69. The eight factors were determined by a principal component factor analysis.

Content validity is assumed via the instrument development process. Forty leaders serving leadership roles were randomly selected and requested to list all activities they felt important to the education of children of that area. Seventy-six of those activities listed were randomly selected for the questionnaire.

SAMPLE/POPULATION:

A total of 360 persons made up of parents, teachers, administrators, and paraprofessionals from four public schools in the Corleaks Hook section of New York City participated in the survey. This is a predominantly nonwhite, low income area.

AVAILABILITY OF THE MEASURING DEVICE:

The questionnaire is in the appendix of the report, and is available through (ED 038 481).

ADDITIONAL COMMENTS:

The researcher suggested that the research methodology and instrumentation might be utilized in a larger study to determine general applicability.

Characteristics of Educational Organizations

BUREAUCRATIC DIMENSIONS
(Organizational Inventory)

REFERENCE:

Hall, Richard H. "An Empirical Study of Bureaucratic Dimensions and Their Relation to Other Organizational Characteristics." Doctoral dissertation, The Ohio State University, 1961.

EXPLANATION OF VARIABLE(S):

Bureaucratic Dimensions - defined as consisting of a hierarchy of authority, division of labor, behavioral rules, procedures, selection based on competence and impersonality.

CONTEXT OF USE:

This study attempts to delineate the aspects of the organizational structure which would contribute to its being labeled as bureaucratic. Specifically, this is a study of bureaucratic variables and the degree to which they are present or absent in a number of complex social organizations.

DESCRIPTION OF THE MEASURING DEVICE:

The Organizational Inventory questionnaire consists of sixty-two items rated on a five-point Likert-type scale from "definitely true" to "definitely false." Seven additional questions ask for information about the respondent's job, education, experience, sex, age, and tenure with the organization.

ILLUSTRATIVE QUESTION:

People here are always getting their orders from higher up.

DT PT U PF DF

Where: DT = Definitely True; PT = Partially True; U = Undecided;
PF = Partially False; and DF = Definitely False.

ADMINISTRATIVE PROCEDURES:

The researcher acquired permission to administer the questionnaire from the organizations selected. Employees were guaranteed anonymity by their employer in a letter accompanying

the questionnaire. Employees were given an envelope with the questionnaire in which to seal the questionnaire after completion. In three organizations, employees had the option of mailing the questionnaire to the researcher or returning it to their employer for forwarding. In the remaining organizations, they returned the completed questionnaire to the employer. Some employers required employees to complete the questionnaire on their own time.

RELIABILITY/VALIDITY:

No information was provided concerning reliability estimates. Some criterion-related validity was established due to the ability of the instrument to rank-order the organizations sampled relative to their degree of bureaucratization. No other validity information was provided.

SAMPLE/POPULATION:

The sample was taken from personnel employed in twenty-one organizations in the Columbus, Ohio, area. Respondents were randomly selected within each organization except for three small firms in which all employees responded. Ten firms from which 316 returns were received were used for analysis. Total returns and total sample were not reported.

AVAILABILITY OF THE MEASURING DEVICE:

The measuring device is included in the reference, or can be obtained from University Microfilms, Ann Arbor, Michigan 43106.

CENTRALIZATION OF DECISION-MAKING
(Decision Point Analysis)

REFERENCE:

Reynoldson, Roger L. "The Interrelationships Between the Decision-Making Process and the Innovativeness of Public Schools." Logan, Utah: Utah State University, November 1969. (ED 035 101)

EXPLANATION OF VARIABLE(S):

Centralization of Decision-Making - defined as the extent to which decisions are made by one person.

CONTEXT OF USE:

The purpose of the study was to identify and describe the interrelationships between educational decision-making and the organizational climate and innovativeness of public schools. The researcher hoped to gain data of value in helping school districts to more effectively initiate change.

DESCRIPTION OF THE MEASURING DEVICE:

The Decision Point Analysis includes twenty-five decision items equally divided among five functional administrative areas: pupil personnel, staff personnel, curriculum, business management, and school-community relations. Ten decision point positions are included in the instrument: business manager, principal, vice-principal, department head, special subject supervisor, superintendent, guidance coordinator, board of education, and teachers.

ILLUSTRATIVE QUESTION:

See p. 44 in this document.

ADMINISTRATIVE PROCEDURE:

The Decision Point Analysis is self-administered.

RELIABILITY/VALIDITY:

No information was provided.

SAMPLE/POPULATION:

A total of 1,501 professional staff members from forty-nine schools in Oregon, Idaho, Washington, Utah, and Nevada were given the Decision Point Analysis; 1,250 returned the instrument.

AVAILABILITY OF THE MEASURING DEVICE:

The instrument is included in the Appendices D and E of the reference.

Decision Point Analysis

DIRECTIONS: This instrument contains twenty-five decision items. The column to the left is a list of positions of persons in your school system who may participate in making these decisions. In the column to the right there are three questions regarding each of the decision items. For each decision item, answer the three questions in the manner indicated.

POSITIONS: DECISION ITEMS: QUESTIONS:

DECISION ITEM (SAMPLE):
The decision on the practice of using workbooks in the instructional program.

	I	II
Business Manager		
Principal		
Vice-Principal		
Department Head		
Special Subject Supervisor		
Superintendent		
Director of Instruction		
Guidance Coordinator		
Board of Education		
Teacher		

A. WHO MAKES THIS DECISION?
Choose the one person in your school system who is primarily responsible for making this decision. Place the number one (1) in the box in Column I opposite the title of that person.

B. WHAT OTHER PERSONS PARTICIPATE IN MAKING THIS DECISION?
Select at least two persons, other than the one already indicated in answering Question A, who will participate in making this decision. Rank these persons 2, 3, etc., according to the extent to which they participate. In Column I, place the number of the rank you give each participant opposite the title of that position.

C. WHAT IS THE NATURE OF YOUR PARTICIPATION IN MAKING THIS DECISION?
Select one of the four following choices which best described your participation in making this decision and write the number of this choice in box provided in Column II.

1. Make the decision.
2. Recommend the preferred decision.
3. Provide information only.
4. None.

CHARACTERISTICS OF BUREAUCRACY
(Organizational Inventory Questionnaire)

REFERENCE:

Ringer, Wayne B. "Adult Education Organizations Relative to Program Development Affecting Innovative Procedures and Flexibility to Change." Chicago: The University of Chicago, 1968. No. BR-7-E-092, Grant OEG-1-7070092-4304, (ED 030 076).

EXPLANATION OF VARIABLE(S):

Characteristics of Bureaucracy - Five characteristics are identified, (1) hierarchy of authority, (2) division of labor, (3) rules and procedures, (4) differential rewards of office, and (5) impersonality in interpersonal relations.

CONTEXT OF USE:

The problem studied concerns the relationships that may exist between the bureaucratic character of the administration as perceived by the organizational members and the demonstrated innovativeness of an organization in program development.

DESCRIPTION OF THE MEASURING DEVICE:

The Organizational Inventory Questionnaire consists of sixty questions rated on a five-point Likert-type scale from "definitely true" to "definitely false." Six demographic items ask for information about the respondent and his organization.

ILLUSTRATIVE QUESTION:

There can be little action until a superior approves a proposed activity.

DT GT U GF DF

Where: DT = Definitely True; GT = Generally True; U = Undecided;
GF = Generally False; DF = Definitely False.

ADMINISTRATIVE PROCEDURES:

The self-administered, twenty-minute questionnaire guarantees anonymity to the respondent. The instrument was mailed to respondents with an enclosed letter of explanation. A list of

each state's sample was sent to the respective director to assure that members of the sample were available for response. Substitutes were randomly selected in cases where sample members were not available. A follow-up letter was sent to those who did not return the questionnaire within three weeks. Eight weeks were allowed for the respondents to return the questionnaire.

RELIABILITY/VALIDITY:

Reliability was assessed using the Spearman-Brown formula yielding intra-class reliability coefficients of .41 to .73 for five scales. Test-retest reliability coefficients ranged from .68 to .82 for the same five scales.

Content validity is assumed since the statements in each scale are derived from the definition and discussion of the respective characteristics of bureaucracy. No other validity assessment was specifically discussed.

SAMPLE/POPULATION:

Fifteen people from each of forty-six states were randomly selected from lists supplied by state directors. From each state, two respondents were supervisors, and the remaining thirteen were program leaders and subject matter specialists. Of the 675 questionnaires mailed, usable responses were received from 92 percent of the sample.

AVAILABILITY OF THE MEASURING DEVICE:

The instrument is included in the reference.

CHARACTERISTICS OF BUREAUCRACY
(School Organization Inventory)

REFERENCE:

Stehno, Edward; Stuckey, Milo; and Miskel, Cecil. "The Relationship Between the Formal and Informal Organizations of Three Secondary Schools." Paper presented at AERA, Chicago, Illinois, April 1972.

EXPLANATION OF VARIABLE(S):

Characteristics of Bureaucracy - defined as (1) hierarchy of authority, (2) rules and regulations, and (3) impersonalization.

CONTEXT OF USE:

The purpose of the study was to describe selected relationships between the formal and informal organizations of public secondary schools.

DESCRIPTION OF THE MEASURING DEVICE:

The School Organization Inventory contains a total of thirty-three items. Ten items measure the hierarchy of authority, fifteen items measure rules and regulations, and eight items measure impersonalization. A Likert-type scale is used to measure these dimensions.

ILLUSTRATIVE QUESTION:

The questionnaire was not included in the reference.

ADMINISTRATIVE PROCEDURES:

The questionnaires were personally distributed to and collected from each potential respondent by the principal investigator.

RELIABILITY/VALIDITY:

Using Cronbach's Alpha Coefficients, the calculated reliabilities for the subscales were: hierarchy of authority (.78); rules and regulations (.78); and impersonalization (.34). No information was provided concerning validity assessment.

SAMPLE/POPULATION:

The sample consisted of three Kansas secondary schools whose administrative and teaching staffs were willing to participate in the research project. The number of staff members was forty-five in school A, fifty-three in school B, and 106 in school C. Of 204 questionnaires distributed, 202, or 99 percent, were returned for analysis.

AVAILABILITY OF THE MEASURING DEVICE:

For further information, contact Edward Stehno, Fort Hays Kansas State College, Hays, Kansas.

ADDITIONAL COMMENTS:

The instrument was originally developed by Hall (see p. 39), however, the following references give information on its adaptation to the school setting.

ADDITIONAL REFERENCES:

MacKay, D. A. "An Empirical Study of Bureaucratic Dimensions of the Relations to the Characteristics of School Organization." Doctoral dissertation, University of Alberta, 1964.

Robinson, N. "A Study of the Professional Role Orientations of Teachers and Principals and their Relationship to Bureaucratic Characteristics of School Organizations." Doctoral dissertation, University of Alberta, 1965.

Punch, K. "Bureaucratic Structure in Schools and its Relationship to Leader Behavior: An Empirical Study." Doctoral dissertation, University of Toronto, 1967.

IDENTIFICATION WITH THE ORGANIZATION
(No title was provided)

REFERENCE:

Brown, Michael E. "Identification and Some Conditions of Organizational Involvement." *Administrative Science Quarterly*, Vol. XIV, No. 3, 1969, pp. 346-355.

EXPLANATION OF VARIABLE(S):

Identification with the Organization - includes something of the notion of membership; reflects the current position of the individual; has special predictive potential concerning aspects of performance; and suggests the differential relevance of motivational factors. Identification is defined as the result of an individual accepting the influence of another individual or group because he wants to establish or maintain a good relationship with that individual or group (Kelman, 1968).

CONTEXT OF USE:

The purpose of the study was to explicate an employee's identification with the organization and to empirically analyze its determinants.

DESCRIPTION OF THE MEASURING DEVICE:

The questionnaire focused on four aspects of that identification: (1) attraction to the organization, (2) consistency of individual and organizational goals, (3) loyalty, and (4) the reference of self to organizational membership. Likert-type scales were used. Results from the questionnaires completed by respondents were used to develop an index of identification.

ILLUSTRATIVE QUESTION:

If you could begin working over again, but in the same occupation as you're in now, how likely would you be to choose TVA as a place to work?

Definitely would choose another place over TVA				Definitely would choose TVA over another place
;	;	;	;	;

ADMINISTRATIVE PROCEDURES:

Complete confidentiality was assured the respondents. Additional information was not reported.

RELIABILITY/VALIDITY:

Test-retest reliability was used for three of the four components: 1st = .68; 3rd = .71; and 4th = .36.

Criterion-related and some construct validity was assessed via product-moment correlations of identification with: satisfaction with promotion (.14); satisfaction with supervisor (.60); satisfaction with salary (.30); satisfaction with co-workers (.20); satisfaction with seniority (.01); and satisfaction with rank (.22).

SAMPLE/POPULATION:

From five geographically separate divisions of the TVA, 834 skilled and professional employees were selected for participation. The technique of selection was not reported.

AVAILABILITY OF THE MEASURING DEVICE:

Further information can be obtained from Michael E. Brown, assistant professor of sociology, Queens College of the City University of New York, Flushing, New York 11374. Additional information on a similar questionnaire can be obtained from Dr. Martin Potchen, Institute for Social Research, University of Michigan, Ann Arbor, Michigan.

ADDITIONAL REFERENCE:

Kelman, H. C. "Compliance, Identification, and Internalization: Three Processes of Attitude Change." *Conflict Resolution*, Vol. 2, 1958, pp. 51-60.

SOCIAL SYSTEM ELEMENTS IN SCHOOLS
(Self-Report Questionnaire)

REFERENCE:

Chesler, Mark Arnold. "Social Structure and Innovation in Public Schools." Doctoral dissertation, University of Michigan, 1966 (ERIC ED 014 817).

EXPLANATION OF VARIABLE(S):

Social System Elements in Schools - consist of (1) the individual teacher, (2) the peer relations among teachers, (3) the principal, and (4) the relations between the teachers and the principal.

Educational innovations were used as the dependent variable in the study.

CONTEXT OF USE:

This comparative study sought to determine those factors which most influence the initiating of practices designed to improve the classroom learning climate.

DESCRIPTION OF THE MEASURING DEVICE:

The complete Self-Report Questionnaire was not included in the study. Sample questions used multiple choice techniques, Likert-type scales, completion techniques or checklists to collect data on the above defined elements.

ILLUSTRATIVE QUESTION:

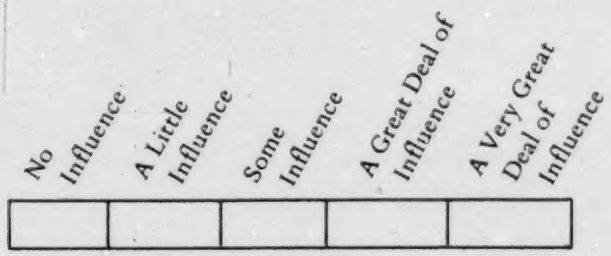
To determine the extent of innovating, the following type of question was used. Here is a list of some new or unusual teaching practices. In the column marked SELF, place a check after those classroom practices that you have tried or are trying now.

		SELF
1.	Pupil participation in curriculum planning	____
2.	Pupil participation in classroom teaching	____
3.	Unusual group techniques (please specify) _____	____
4.	Role playing (Other dramatic techniques - specify) _____	____
5.	Group discussion of problem behavior	____

To determine the social system elements, the following type question was given:

"In general, how much influence do you think the following groups or persons have in determining the personal teaching styles and techniques you use in your classroom? Place a check in the box that best describes the influence ability of each of a-f.

f. You, personally.



ADMINISTRATIVE PROCEDURES:

The self-report questionnaire was administered to all the staff members of the sixteen schools.

RELIABILITY/VALIDITY:

No information was provided.

SAMPLE/POPULATION:

The entire staffs of sixteen elementary schools located in four school systems in southeastern Michigan participated. Five of the schools are from two small semi-rural systems and the remaining eleven are from two larger semi-industrial systems (N=246). Returns equaled 196.

AVAILABILITY OF THE MEASURING DEVICE:

Sample questions are included in the reference.

TASK STRUCTURE/ALLOCATION OF POWER/JOB SATISFACTION
(No title was provided)

REFERENCE:

Dudley, Charles Jackson. "Task Structure, Allocation of Power, and Satisfaction of Organizational Members in Six Schools." Eugene, Oregon: Center for the Advanced Study of Educational Administration, University of Oregon, Office of Education (DHEW) Contract No. 4-10-163, September 1969 (ERIC ED 035 094).

EXPLANATION OF VARIABLE(S):

Task Structure - the actual tasks performed by individuals in the organization.

Allocation of Power - a measure of perceptions concerning who in the organization has authority, influence, and/or esteem.

Job Satisfaction - an employee's satisfaction with his general role.

CONTEXT OF USE:

The study was designed to demonstrate the relationship of the task structure of individual organization members to the power allocation, their job satisfaction, and their perceptions of rewards.

DESCRIPTION OF THE MEASURING DEVICE:

The unnamed questionnaire consists of several sections. Respondents are asked (1) to list the main tasks they perform; (2) to nominate people in the school that they feel have power of three types: authority, influence, and esteem; (3) to answer questions concerning job satisfaction on a four-point Likert-type scale; and (4) to answer questions on the types of behavior that they perceive as being rewarded by administrators and teachers on a five-point Likert-type scale.

ILLUSTRATIVE QUESTION:

Please indicate your own feelings of satisfaction regarding the following items by circling the letters in the appropriate column below. Indicate only one response for each item.

In your present teaching situation, how satisfied are you with:

your personal relationships
with fellow teachers HS FS SD HD

Where: HS = Highly Satisfied; FS = Fairly Satisfied; SD = Somewhat Dissatisfied; and HD = Highly Dissatisfied.

ADMINISTRATIVE PROCEDURES:

No information was reported, however, an examination of the questionnaire reveals that it can be self-administered.

RELIABILITY/VALIDITY:

No information was provided.

SAMPLE/POPULATION:

Six Wisconsin elementary schools participated. Traditional schools were paired with multi-unit schools. Each pair was from a different district. A total of 132 staff members teaching in these schools responded to the questionnaire.

AVAILABILITY OF THE MEASURING DEVICE:

The instrument is included in the reference.

FEATURES OF THE LEARNING ENVIRONMENT
(Teacher Questionnaire)

REFERENCE:

Evans, Judith T. "Characteristics of Open Education: Results from a Classroom Observation Rating Scale and a Teacher Questionnaire." Newton, Massachusetts: Education Development Center (ED 058 260).

EXPLANATION OF VARIABLE(S):

Features of the Learning Environment - includes such items as humaneness, and the teacher's perception of himself.

CONTEXT OF USE:

An identification and assessment of the differences among the features of the British open, the American open, and the American traditional classrooms was the aim of this study.

DESCRIPTION OF THE MEASURING DEVICE:

The Teacher Questionnaire contains fifty items covering eight dimensions concerning the classroom: (1) provisions for learning, (2) diagnosis, (3) instruction, (4) evaluation, (5) humaneness, (6) seeking opportunities to promote growth, (7) assumptions, and (8) self-perception of the teacher. A four-point Likert-type scale is used to rate each item.

ILLUSTRATIVE QUESTION:

Children are expected to do their own work without getting help from other children.	1 – Strongly Disagree 2 – Disagree 3 – Agree 4 – Strongly Agree

ADMINISTRATIVE PROCEDURES:

The questionnaire is given in conjunction and is correlated with a rating scale used by observers (see page 57).

RELIABILITY/VALIDITY:

Using Cronbach's Alpha method, reliability was .916 for total sample; .848 for the American traditional group; and .836 for the British open group. Only content was discussed (see page 51 for a further discussion). However, some criterion-related and construct validity was established due to the ability of the instrument to differentiate between open and traditional classrooms.

SAMPLE/POPULATION:

Sixty-two classroom teachers from three comparison groups (twenty-one American traditional classrooms, twenty-one American open classrooms, and twenty British open classrooms) participated in the study.

AVAILABILITY OF THE MEASURING DEVICE:

The questionnaire is in an appendix to the reference.

ADDITIONAL COMMENTS:

The study indicates that the questionnaire may be used by the teacher for self-evaluation, or by the school as a basis for dialogue concerning a teacher's performance. The questionnaire is not valid for objective evaluation.

FEATURES OF THE LEARNING ENVIRONMENT
(Classroom Observation Rating Scale)

REFERENCE:

Evans, Judith T. "Characteristics of Open Education: Results from a Classroom Observation Rating Scale and a Teacher Questionnaire." Newton, Massachusetts: Education Development Center (ERIC ED 058 160).

EXPLANATION OF VARIABLE(S):

Features of the Learning Environment - includes such items as humaneness, and the teacher's perception of himself.

CONTEXT OF USE:

The purpose of the study was to identify and assess the differences among the features of the British open, the American open, and the American traditional classrooms.

DESCRIPTION OF THE MEASURING DEVICE:

The Classroom Observation Rating Scale contains fifty items covering eight dimensions: (1) provisions for learning, (2) diagnosis, (3) instruction, (4) evaluation, (5) humaneness, (6) seeking opportunities to promote growth, (7) assumptions, and (8) self-perception of the teacher. A four-point Likert-type scale is used to rate each item.

ILLUSTRATIVE QUESTION:

Children are expected to do their own work without getting help from other children.

1 – No evidence
2 – Weak/Infrequent
3 – Moderate/Occasional
4 – Strong/Frequent Evidence

ADMINISTRATIVE PROCEDURES:

Trained observers used a four-point scale for rating each of the fifty items.

RELIABILITY/VALIDITY:

Cronbach's Alpha method was reported to have given high scores although no coefficients were reported. Content validity was assessed by thirty experts in open education who reacted to the questionnaire to determine the importance of items to open education. Interviews with several experts clarified conceptions and wording. Criterion-related and construct validity were assessed by matching the teacher's rating of the learning environment with the observer's rating of the learning environment.

SAMPLE/POPULATION:

Three comparison groups of twenty-one American traditional classrooms, twenty-one American open classrooms, and twenty British open classrooms from a wide socioeconomic range made up the sample.

AVAILABILITY OF THE MEASURING DEVICE:

The rating scale is included in the reference as an appendix.

ADDITIONAL COMMENTS:

The study recommends the use of the rating scale as a survey instrument for gathering baseline data in a school system that is beginning to experiment with open classroom techniques. It is less reliable as a diagnostic tool for individual classrooms.

STAFF CONFLICT IN EDUCATION ORGANIZATIONAL SETTINGS
(Conflict Assessment Questionnaire)

REFERENCE:

Gerhardt, Ed, and Miskel, Cecil. "Staff Conflict, Organizational Bureaucracy, and Teacher Satisfaction." Paper presented at AERA, Chicago, Illinois, April 1972.

EXPLANATION OF VARIABLE(S):

Staff Conflict in Education Organizational Settings - conflict involves an interaction between two or more individuals or alternatives as a result of position or resource scarcity. Therefore, conflict can arise as a result of incongruency between organizational and individual goals in the form of a dichotomy between the professional authority of teachers and the demands of the formal school organization.

CONTEXT OF USE:

The objectives of the study were (1) to isolate factors in conflict with teachers' experiences in their work, and (2) to determine the relationship of these conflict factors to organizational bureaucracy, satisfaction, and central life interests.

DESCRIPTION OF THE MEASURING DEVICE:

The Conflict Assessment Questionnaire measured the following subscales on a five-point Likert-type scale ranging from no conflict to conflict: (1) administrative relations, (2) student relations, (3) staff relations, (4) decision sharing, (5) personal non-material opportunities, (6) work conditions, (7) material inducements, and (8) school priorities.

ILLUSTRATIVE QUESTION:

No sample questions were given.

ADMINISTRATIVE PROCEDURES:

The questionnaire was administered through a mail-out procedure.

RELIABILITY/VALIDITY:

Cronbach's Alpha coefficients gave an overall reliability of .94 with factor reliabilities of .64 to .89. Construct validity corresponds to Barnard's (1958) conceptualization of specific inducements and general incentives.

SAMPLE/POPULATION:

A stratified random sample of thirty districts from a total of 311 school districts in Kansas were selected for the study based on the number of teachers in the district (five groups). One hundred sixty teachers were randomly selected from each group for a total sample of 800. A total of 642 (80 percent) questionnaires were returned.

AVAILABILITY OF THE MEASURING DEVICE:

The instrument was not included in the paper.

ADDITIONAL REFERENCE:

Barnard, C. I. *The Functions of the Executive.* Cambridge: Harvard University Press, 1958.

INDIVIDUALS' PERCEPTIONS OF ORGANIZATIONS
(Trait Ascription Questionnaire)

REFERENCE:

Graham, William K. "A Method for Measuring the Images of Organizations." Paper presented at the Annual Meeting of the Western Psychological Association, Los Angeles, California, April 1970 (ED 058 273).

EXPLANATION OF VARIABLE(S):

Individual's Perceptions of Organizations - concern the mental images built up regarding an organization by the following individuals: members of organizational subunits; non-members directly or indirectly influenced by organizations; or by relatively detached outsiders.

CONTEXT OF USE:

The purpose of the study was to develop an instrument to measure the perceptions that people have of organizations.

DESCRIPTION OF THE MEASURING DEVICE:

The Trait Ascription Questionnaire consists of 110 adjectives used to rate an organization on a five-point Likert-type scale. The adjectives can be assigned to the following eight dimensions: (1) ethical-moral, (2) quality, (3) creativity-openness to change, (4) activity, (5) disposition, (6) organization, (7) potency, and (8) complexity.

ILLUSTRATIVE QUESTION:

We would like you to indicate how well each adjective describes (name of organization). Some of the adjectives may fit perfectly, other adjectives may be only somewhat applicable, and still others may not apply at all.

	FITS		SOMEWHAT		DOES NOT
AUTHORITATIVE	PERFECTLY		APPLICABLE		APPLY

ADMINISTRATIVE PROCEDURES:

The questionnaire is self-administered.

RELIABILITY/VALIDITY:

Internal consistency of the eight dimensions was rated by judges, however, no empirical assessment results were reported. Criterion-related validity was assessed via differences established by administering the questionnaire to students of public schools and to inmates of prisons.

SAMPLE/POPULATION:

No specific information was provided, however, the questionnaire has been tested with public school students and with inmates of a prison for value and reliability purposes only.

AVAILABILITY OF THE MEASURING DEVICE:

Information on the availability of the device may be obtained from University of California, Berkeley, California.

RELATIONSHIPS BETWEEN INDIVIDUALS WITHIN A GROUP
(No title was provided)

REFERENCE:

Gross, Edward. "Symbiosis and Consensus as Integrative Factors in Small Groups." *American Sociological Review*, Vol. 21, April 1956, pp. 174-179.

EXPLANATION OF VARIABLE(S):

Relationships between Individuals within a Group - two types of groups are defined: a symbiotic group and a consensual group. In a symbiotic group, members are interdependent because each member satisfies some important need of his fellow. In a consensual group, members share a value, or goal, or viewpoint.

CONTEXT OF USE:

This study is a segment of a larger inquiry into the significance of symbiosis and consensus as integrative forces in small groups.

DESCRIPTION OF THE MEASURING DEVICE:

This study was conducted with personnel at an air force base. The questionnaire asked each respondent to list those persons he was with at very recent activities such as lunch periods, coffee periods, etc. He then was asked to circle the names of those listed he most enjoyed being with and to underline the names of those he "would rather not have had around." Six informal activities were considered: (1) eating lunch, (2) drinking coffee, (3) get togethers (bull sessions) in living quarters, (4) informal activity on the job (horseplay and joking), (5) leaving the air site, and (6) spending time off the air site.

ILLUSTRATIVE QUESTION:

Whom did you spend time with off the site last night?

ADMINISTRATIVE PROCEDURES:

The questionnaire was administered individually or in groups by the investigators. Demographic information about the subjects was made available for analysis procedures.

RELIABILITY/VALIDITY:

No information was given concerning any reliability assessment. An extensive validity assessment was indicated, however, the results were to be included in a subsequent paper.

SAMPLE/POPULATION:

Participating in the survey were 182 groups, varying in size from two to four made up of Air Force Air Defense Command personnel stationed at a radar site.

AVAILABILITY OF THE MEASURING DEVICE:

For further information, contact Human Resources Research Institute (Contract AF 33[038] - 27923), Maxwell AFB, Montgomery, Alabama.

INTERPERSONAL RELATIONS OF AN ORGANIZATION'S MEMBERS
(Q-Sort Item Test)

REFERENCE:

Jenks, R. Stephen. "An Action–Research Approach to Organizational Change." *The Journal of Applied Behavioral Science*, Vol. VI, No. 2, April/June 1970, pp. 131-150.

EXPLANATION OF VARIABLE(S):

Interpersonal Relations of an Organization's Members - refers to the dimensions of behavior and feelings in groups based upon sixteen dimensions such as influence, respect, interdependence, control dominance, trust, etc.

CONTEXT OF USE:

The purpose of the study was to develop, test, and apply a research instrument designed for use in organizational settings as an integral part of organizational change and development efforts.

DESCRIPTION OF THE MEASURING DEVICE:

The Q-Sort Item Test instrument contains forty-five items reflecting sixteen dimensions: respect, influence, interdependence, control-dominance, trust, liking, commitment to tasks, competence, communication, freedom initiation, openness, leadership, self-interest, reliability, competition, and evaluation. The forty-five items are listed on two decks of cards, one deck listing the perceptions in the first person, and the other deck listing the perceptions in the third person.

ILLUSTRATIVE QUESTION:

I spend extra time and energy working on the problem.

ADMINISTRATIVE PROCEDURES:

Subjects in an organization were given two decks of cards with the forty-five perceptions, one deck in the first person and the other in the third person to rate the personnel director. Subjects also were provided with instructions, data sheets, and a problem card. The subjects were asked to sort out the self-perception cards that were most characteristic and least characteristic of themselves. They were asked to sort the third person cards to represent the items that were most and least characteristic of the personnel director of the organization. No set time schedule

was given for performing the task, however, the task required the subjects to maintain secrecy about the results of their sorting until all data sheets were collected.

RELIABILITY/VALIDITY:

No information was provided concerning reliability estimates. Construct validity was assessed by the author and two colleagues relative to the fit of the dimensions to the theory of its background.

SAMPLE/POPULATION:

No information was provided.

AVAILABILITY OF THE MEASURING DEVICE:

The instrument is included in the reference.

ORGANIZATIONAL CHARACTERISTICS
(Profile of Organizational Characteristics)

REFERENCE:

Likert, Rensis. *The Human Organization: Its Management and Value.* New York: McGraw-Hill Book Company, 1967.

EXPLANATION OF VARIABLE(S):

Organizational Characteristics - consist of (1) leadership processes, (2) character of motivational forces, (3) character of interaction - influence process, (5) character of decision-making process; (6) character of goal setting or ordering, (7) character of control process, and (8) performance goals and training.

CONTEXT OF USE:

The purpose of Likert's book was to describe organizations by analyzing them according to a number of variables.

DESCRIPTION OF THE MEASURING DEVICE:

The Profile of Organizational Characteristics questionnaire consists of fifty-one items rated on a twenty-point Likert scale. Each item has multiple responses according to the characteristic rated.

ILLUSTRATIVE QUESTION:

Leadership process used (a) extent to which superiors have confidence and trust in subordinates

1. Have no confidence and trust in subordinates
2. Have condescending confidence and trust such as master has in servant
3. Substantial but not complete confidence and trust; still wish to keep control of decisions
4. Complete confidence and trust in all matters

ADMINISTRATIVE PROCEDURES:

The instrument is self-administered. It may be used to describe the organization at present or in the past; it may be used by managers to describe high and low producing organizations; it

may be used by managers to describe the type of organization they are trying to create; or, it may be used to describe how an individual would like the organization to be.

RELIABILITY/VALIDITY:

Split-half reliability ranged from +.90 to +.99. Criterion-related validity was minimally assessed via the ability of the instrument to differentiate various types of organizations. No specific empirical data was provided in the reference.

SAMPLE/POPULATION:

Seventy-eight managers in one large company, seventy managers in one plant of another company, and sixty-one managers from five other companies participated in the study. The method of selection was not reported.

AVAILABILITY OF MEASURING DEVICE:

The instrument is found in Appendix II of the reference. There have been several refinements of this instrument since this reference was published. The reader is referred to Rensis Likert Associates, Inc., Ann Arbor, Michigan, for further information.

ORGANIZATIONAL CLIMATE
(Norm Setting Profile)

REFERENCE:

Miller, Donald F. "Oregon Small Schools Program: A Title III Project." Salem, Oregon: Educational Coordinates Northwest, May 1971.

EXPLANATION OF VARIABLE(S):

Organizational Climate - defined in terms of innovative incentives and cosmopoliteness of the organization.

CONTEXT OF USE:

This study was conducted as an independent evaluation report of a Title III project that was initiated in several schools. The purpose was to determine which factors accounted for the varied success in project outcomes.

DESCRIPTION OF THE MEASURING DEVICE:

The Norm Setting Profile consists of eight questions with a non-standard set of answer alternatives. The first five questions concern innovative climate and the remaining concern cosmopoliteness.

ILLUSTRATIVE QUESTION:

How does this school district reward teachers for innovative teaching efforts?

A. Not at all
B. More money
C. Recognition
D. Support and help

ADMINISTRATIVE PROCEDURES:

The questionnaire is self-administered. Respondent teachers could select only one choice for each question. Results indicated that some respondents did not answer all questions.

RELIABILITY/VALIDITY:

No information was provided.

SAMPLE/POPULATION:

All of the teachers in a 20 percent random sample of school districts in the Oregon Small Schools Program (241 teachers) participated.

AVAILABILITY OF THE MEASURING DEVICE:

The instrument is included in the reference.

ADDITIONAL REFERENCE:

Miles, Matthew B. *The Development of Innovative Climates in Educational Organizations.* Menlo Park, California: Stanford Research Institute.

MANAGEMENT SYSTEM STYLE
(Forms – Profiles of Organizational Characteristics)

REFERENCE

Miller, Donald F. "Oregon Small Schools Program: A Title III Project." Salem, Oregon: Educational Coordinates Northwest, May 1971.

EXPLANATION OF VARIABLE(S):

Management System Style - a measurement of subordinate's perceptions of the characteristics of organizational health: (1) leadership, (2) motivation, (3) communication, (4) decision-making, (5) goal setting, and (6) control.

CONTEXT OF USE:

The purpose of the study was to make an independent evaluation report considering three major areas: (1) the extent to which member schools implemented methodological and organizational changes, (2) the established climate for change, and (3) the extent to which project schools have moved toward implementation of the Oregon Board of Education objectives.

DESCRIPTION OF THE MEASURING DEVICE:

The Form S - Profiles of Organizational Characteristics instrument measures the six characteristics of organization health on a twenty-point Likert scale.

ILLUSTRATIVE QUESTION:

How much confidence and trust is shown in subordinates?

Virtually None			Some			Substantial Amount			A Great Deal
;	' ' ' ' '	;	' ' ' ' '	;	' ' ' ' '	;	' ' ' ' '	;	

ADMINISTRATIVE PROCEDURES:

A letter was sent to the superintendent of schools and the building principal arranging for an on-site visit by a research staff member. During a meeting of all the teachers in each district,

the research staff member explained the purpose of the visitation and asked for teacher cooperation and help. Each teacher was then given the instrument to complete. The teachers were told they were not required to complete the instruments, or to put their names on the instruments.

RELIABILITY/VALIDITY:

No information was provided.

SAMPLE/POPULATION:

Twenty percent of the fifty-five schools in the project were selected by a random sampling, and all of the teachers in those schools completed the instrument. A total of 242 teachers responded to the instrument.

AVAILABILITY OF THE MEASURING DEVICE:

A sample of the device is included in the reference. Information on permission to use the copyrighted instrument may be obtained from the Foundation for Research on Human Behavior, P.O. Box 1248, Ann Arbor, Michigan 48106.

CHANGE PRONENESS OF ELEMENTARY SCHOOLS
(Inventory of Change Proneness)

REFERENCE:

Ochitwa, Orest T. "Phase III: A Study of the Organizational Climate of High and Low Adopter Elementary Schools in the Province of Saskatchewan." Regina, Saskatchewan, Canada: Saskatchewan Teachers' Federation, February 1972.

EXPLANATION OF VARIABLE(S):

Change Proneness of Elementary Schools - the personal commitment to flexibility, the open-mindedness, and the curiosity regarding educational processes of members of a school staff.

CONTEXT OF USE:

The purpose of the study was to secure a description of the different ways in which teachers and principals behave and feel, and of the various conditions under which they work.

DESCRIPTION OF THE MEASURING DEVICE:

The Inventory of Change Proneness consists of twelve questions for all staff members, five for teachers only, seven for principals only, and a biographical data sheet. The questions, rated on a four-point Likert-type scale, ask for information on the change proneness which is characteristic of the staff members in the respondent's school.

ILLUSTRATIVE QUESTION:

When an educational innovation is considered, does the staff of this school develop or help to develop a strategy or plan for bringing about its successful implementation?

Scale
1. No, almost never
2. Usually not, infrequently
3. Usually yes, frequently
4. Yes, almost always

ADMINISTRATIVE PROCEDURES:

The questionnaire is self-administered. Respondents were requested to give answers based upon immediate judgment. No information was given on data processing.

RELIABILITY/VALIDITY:

No information was provided.

SAMPLE/POPULATION:

Teachers and principals (N = unknown) of elementary schools (K-9) in Saskatchewan, Canada with staffs of five or more participated in the study.

AVAILABILITY OF THE MEASURING DEVICE:

For availability of the measuring device, see Miller, Richard I. "A Multidisciplinary Focus on Educational Change." *Report of the 1965 Midwest Regional Conference, Bulletin of the Schools Service*, Vol. XXXVIII, No. 2, December 1965, p. 84.

ROLE CONFLICT AND AMBIGUITY
(No title was provided)

REFERENCE:

Rizzo, John R.; House, Robert J.; and Lirtzman, Sidney I. "Role Conflict and Ambiguity in Complex Organizations." *Administrative Science Quarterly*, Vol. XV, No. 2, 1970, pp. 150-162.

EXPLANATION OF VARIABLE(S):

Role conflict - defined in terms of the dimensions of congruency-incongruency or compatibility-incompatibility in the requirements of the role, where congruency or compatibility is judged relative to a set of standards or conditions that impinge upon role performance.

Role ambiguity - defined in terms of the predictability of the outcome of or responses to one's behavior, and the existence or clarity of behavioral requirements, often in terms of inputs from the environment, that would serve to guide behavior and provide knowledge that the behavior is appropriate.

CONTEXT OF USE:

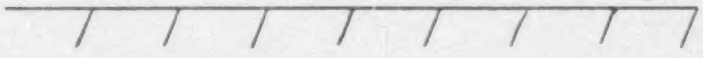
The purpose of the study was to report a construct validation of scales designed to measure role conflict and ambiguity against demographic data and other variables measured as a part of the survey.

DESCRIPTION OF THE MEASURING DEVICE:

The thirty-item questionnaire consists of fifteen items on role ambiguity and fifteen items on role conflict that were rated on a seven-point Likert-type scale. The questionnaire measures employee need satisfaction, job-induced anxiety, leader behavior, organizational and management practices, and role conflict and ambiguity.

ILLUSTRATIVE QUESTION:

I work with two or more groups that operate quite differently



Very False — Very True

ADMINISTRATIVE PROCEDURES:

The questionnaire was administered to groups of ten to fifty. Anonymity was assured and participation was voluntary. Administration time took from one and a half to two hours.

RELIABILITY/VALIDITY:

Internal consistency of the two factor scales was determined by an image covariance factor analytic method. Kuder-Richardson with Spearman-Brown corrections were calculated, but not reported. Another reliability check was provided by randomly dividing the sample into two samples and comparing correlations with other scales. No statistics were reported.

Criterion-related and partial construct validity was assessed by correlating the five factor subscales and a set of biographical demographics. The five scales were (1) satisfaction, (2) leadership, (3) organization, (4) anxiety, and (5) propensity to leave.

SAMPLE/POPULATION:

A 35 percent random sample of the central offices and main plant of a manufacturing firm, and a 100 percent sample of the research and engineering division (N = 290) participated.

AVAILABILITY OF THE MEASURING DEVICE:

The items are included in the reference.

ORGANIZATIONAL CLIMATE
(Agency Climate Questionnaire)

REFERENCE:

Schneider, Benjamin. "Organizational Climate: Individual Preferences and Organizational Realities." *Journal of Applied Psychology*, Vol. LVI, No. 3, June 1972, pp. 211-217.

EXPLANATION OF VARIABLE(S):

Organizational Climate - described as the perceptions of a prospective employee about the work climate of the organization he will join compared to the way the people already in the organization describe it.

CONTEXT OF USE:

The purpose of the study was to ascertain the extent to which prospective employees' perceptions of the work climate of the organization they plan to join are related to the way people already in the organization describe it.

DESCRIPTION OF THE MEASURING DEVICE:

The Agency Climate Questionnaire (ACQ) consists of eighty items rated on a five-point scale as to "how characteristic in general the statement is of your agency." Newly contracted agents were given the ACQ, but were asked to indicate (1) what they preferred, and (2) what they expected their new agency to be like. The questionnaire measured perceptions of new agents and those who had been with a particular insurance company about six categories: (1) managerial support, (2) managerial structure, (3) concern for new employees, (4) intra-agency conflict, (5) agent independence, and (6) general satisfaction.

ILLUSTRATIVE QUESTION:

It is more important to make a sale even if it means "bending" company rules and procedures.

1. Strongly Agree
2. Agree
3. Irresolute
4. Disagree
5. Strongly Disagree

ADMINISTRATIVE PROCEDURES:

The questionnaire was mailed to current employees. New employees were sent the questionnaire, accompanied by a letter and a return envelope, with their employment contract.

RELIABILITY/VALIDITY:

Internal consistency of the six categories was determined through factor-analytic techniques. Criterion-related validity was assessed by comparing the scores of new agents with the scores of old agents. Differences were reported, but no levels of significance were reported.

SAMPLE/POPULATION:

A total of 2,017 insurance agents, including new agents and agents who had been with the company for a period of time, participated in the study.

AVAILABILITY OF THE MEASURING DEVICE:

Further information can be obtained from Benjamin Schneider, Department of Psychology, University of Maryland, College Park, Maryland 10742.

INFORMAL GROUP STRUCTURES
(Sociometric Questionnaire)

REFERENCE:

Stehno, Edward; Stuckey, Milo; and Miskel, Cecil. "The Relationship Between Formal and Informal Organizations of Three Secondary Schools." Paper presented at AERA, Chicago, Illinois, April 1972.

EXPLANATION OF VARIABLE(S):

Informal Group Structures - the patterns of social communication between members of an organization. The primary functions of informal groups are (1) to provide a communication system through which informal norms of conduct are exchanged, (2) to regulate the formal authority system, and (3) to maintain a sense of self-respect among individual workers.

CONTEXT OF USE:

The purpose of the study was to describe selected relationships between formal and informal organizations of public secondary schools.

DESCRIPTION OF THE MEASURING DEVICE:

The Sociometric Questionnaire was specifically adapted to measure communication and social patterns in secondary schools. A biographical data sheet included items concerning age, sex, years of teaching experience, room location, curriculum area, and free period, and was used for the purpose of classifying staff members into informal groups for use in the analysis.

ILLUSTRATIVE QUESTION:

Neither sample questions nor the questionnaire were included in the reference.

ADMINISTRATIVE PROCEDURES:

The instrument was personally administered by the principal investigator. The subjects' names were alphabetized and each name assigned a number. The subjects then chose as few or as many names as they felt necessary to answer each of the questions.

RELIABILITY/VALIDITY:

No information was provided concerning reliability estimates. Criterion-related validity was assessed via the ability of the scale to differentiate the sample groups tested.

SAMPLE/POPULATION:

The sample consisted of three Kansas secondary schools whose administrative and teaching staff were willing to participate in the research project. The number of staff members was forty-five in school A, fifty-three in school B, and 106 in school C. Of 204 questionnaires distributed, 202 (99 percent) were returned for analysis.

AVAILABILITY OF THE MEASURING DEVICE:

For further information, contact Edward Stehno, Fort Hays Kansas State College, Hays, Kansas.

ADDITIONAL COMMENTS:

See page 47 of this compilation for another instrument used in this study.

ADDITIONAL REFERENCES:

McCabe, R. H. "The Influence of Structure in Curriculum Matters Within Six Southwestern Junior Colleges." Doctoral dissertation, University of Illinois, 1957.

Miklos, E. "Analysis of Influence and Social Structures in Schools." Paper presented at the annual meeting of AERA, Chicago, Illinois, 1968.

STRUCTURE OF COMPLEX ORGANIZATIONS VIA ROLE RELATIONSHIPS
(Personal Contact Checklist)

REFERENCE:

Weiss, Robert S., and Jacobsen, Eugene. "A Method for the Analysis of the Structure of Complex Organizations." *American Sociological Review*, Vol. 20, December 1955, pp. 661-668.

EXPLANATION OF VARIABLE(S):

Structure of Complex Organizations via Role Relationships - an analysis of the role relationships reported by members of the organization at a given point in time was made in order to describe the structure of a complex organization.

CONTEXT OF USE:

This article proposes a set of structural concepts and a methodology, which together comprise a practical approach to the sociometric analysis of complex structures.

DESCRIPTION OF THE MEASURING DEVICE:

The Personal Contact Checklist consists of five items which ask for (1) names of individuals with whom the respondent worked most closely in the past two to three months, (2) the frequency of contacts, (3) reasons for contacts, (4) subject matter discussed, and (5) the relative importance of the contact on a four- or five-point scale.

ILLUSTRATIVE QUESTION:

Now, go back over the past two or three months and think of the people (in the organization) with whom you have worked most closely. We would like to get the names of the people with whom you worked most closely. Write the names in here. You will notice that we want some who are higher than you in the organization, some lower than you, and some at the same level.

ADMINISTRATIVE PROCEDURES:

Each subject was interviewed privately in sessions lasting from one to three hours to obtain the basic information about attitudes and patterns of interaction. During that session, the subject completed the Personal Contact Checklist.

RELIABILITY/VALIDITY:

No specific information was provided.

SAMPLE/POPULATION:

A total of 196 members of the professional and administrative staff of the (government) agency participated.

AVAILABILITY OF THE MEASURING DEVICE:

The Personal Contact Checklist is included in the following references:
Jacobson, Eugene, and Seashore, Stanley. "Communication Practices in Complex Organizations." *Journal of Social Issues*, Vol. 7, No. 3, 1951, p. 34.

Characteristics of Individuals

AMERICAN SOCIOPOLITICAL VALUES
(Scale of Beliefs)

REFERENCE:

Allen, B. J. "The Construction of an Instrument to Measure American Sociopolitical Values." *The Journal Of Social Psychology,* Vol. LXXXVII, June 1972, pp. 45-49.

EXPLANATION OF VARIABLE(S):

American Sociopolitical Values - attitudes toward government, rights of individuals, relationships of individuals to government, etc.

CONTEXT OF USE:

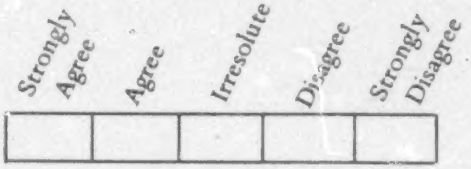
The study was an effort to develop a comprehensive instrument that would have utility in assessing the extent to which students are committed to American sociopolitical values.

DESCRIPTION OF THE MEASURING DEVICE:

The Scale of Beliefs consists of forty-six items rated on a Likert-type response alternative from "strongly agree" to "strongly disagree." Scoring is accomplished by weighting responses in the direction of the American value position.

ILLUSTRATIVE QUESTION:

Citizens should be allowed to criticize government officials and policies freely even if it is embarassing to government.



ADMINISTRATIVE PROCEDURES:

The questionnaire was group administered. No further information was provided.

82/83

RELIABILITY/VALIDITY:

A split-half method was employed resulting in reliability coefficient of .83.

Content validity was assessed by having sixty-six justices from thirty-two state supreme courts, and a group of political and social scientists (N = Unknown) evaluate the instrument. Construct and criterion-related validity was assessed through correlations with several other scales: the California F-Scale, .479; the Rokeach's Dogmatism Scale, .384; Horton's Latest Communism Scale, .506; and Rokeach's Intellectual Conviction Scale, .361.

SAMPLE/POPULATION:

A total of 312 high school students participated. The technique of selection was not reported.

AVAILABILITY OF THE MEASURING DEVICE:

The questionnaire is included in the reference. Further information is available from B. J. Allen, Department of Social Studies, 302 Education Building, Florida State University, Tallahassee, Florida 32306, or from NAPS Document 01707, available from the CCM Information Corporation - NAPS, 999 Third Avenue, New York, New York 10022.

PSYCHOGRAPHICS
(Public Attitude Survey)

REFERENCE:

American Market Research Bureau. "Measuring Self-Concept." An AMRB Research Report, New York: American Market Research Bureau, 420 Lexington Avenue, May 1972.

EXPLANATION OF VARIABLE(S):

Psychographics - the collection of information about personality characteristics and other psychological characteristics.

CONTEXT OF USE:

The purpose of the study was to help the survey user to better understand what the people in the group are like.

DESCRIPTION OF THE MEASURING DEVICE:

The Public Attitude Survey questionnaire consists of 304 adjectives. Subjects are asked to describe themselves or other people using a three-point scale to rate each adjective.

ILLUSTRATIVE QUESTION:

	YES	NOT SURE	NO
You describe yourself as *efficient*.	[ ]	[ ]	[ ]

ADMINISTRATIVE PROCEDURES:

The questionnaires were distributed by interviewers and picked up later. The instrument is self-administered.

RELIABILITY/VALIDITY:

Twenty factors from the 304 adjectives were determined by a principal component analysis, thus assuring a certain amount of internal consistency. The twenty factors accounted for 59.8 percent of the total variance.

Construct and content validity was assessed by subjecting the items to a "jury" for evaluation (seven out of ten votes on four criteria). The nature, size, and results of the "jury" were not reported.

SAMPLE/POPULATION:

Within the greater New York area, 517 adults, aged eighteen and over, participated in the survey.

AVAILABILITY OF THE MEASURING DEVICE:

For further information, contact the American Market Research Bureau, 420 Lexington Avenue, New York 10017.

TEACHER ATTITUDES TOWARD TEACHER AIDES
(Teacher Aide Attitude Inventory)

REFERENCE:

Brunson, Quinn, et al. "Implementation of the Teacher and His Staff Concept Project," *Research Report No. 2, Evaluation Report.* Grand Forks, North Dakota: University of North Dakota, The Bureau of Educational Research and Services, 1969 (ED 035 580).

EXPLANATION OF VARIABLE(S):

Teacher Attitudes toward Teacher Aides - the measure of attitudes regarding the positive and negative aspects of using teacher aides in general.

CONTEXT OF USE:

The purposes of the study were as follows:

1. to determine if change in the experimental group was linear or whether once change had occurred there was little if any further change;
2. to standardize an aide inventory so that it would have utilization for other teacher aide projects throughout the United States; and
3. to seek out predictors that would have value in determining persons likely to become satisfactory aides.

DESCRIPTION OF THE MEASURING DEVICE:

The Teacher Aide Attitude Inventory (TAAI) consists of sixty Likert-type, five-point items concerning the positive and negative aspects of using teacher aides. The instrument is completed by teachers who are using teacher aides. Respondents rate each item from "strongly agree" to "strongly disagree."

ILLUSTRATIVE QUESTION:

SA A U D SD Effective aides are those who relate well with their co-workers and have empathy for children.

Where: SA = Strongly Agree; A = Agree; U = Undecided; D = Disagree; SD = Strongly Disagree.

ADMINISTRATIVE PROCEDURES:

The TAAI is self-administered.

RELIABILITY/VALIDITY:

A split-half reliability measure of the whole test was .75.

Criterion-related validity was assessed by using the methodology suggested by Edwards (Techniques of Attitude Scale Construction, p. 152). This technique gave "t" scores ranging from -2.404 to 6.235. Sixteen items were recommended for elimination from the instrumen

SAMPLE/POPULATION:

From three schools (two elementary and one junior high), eighty-eight teachers to whom teacher aides were assigned (one aide per six teachers) made up the population of the study.

AVAILABILITY OF THE MEASURING DEVICE:

The instrument is included in the reference.

ADDITIONAL COMMENTS:

This instrument was in the development stage at the time the reference was written and certain items were recommended for elimination. The reader is referred to the reference for the items to be eliminated.

ADDITIONAL REFERENCES:

Edwards, Allen L. "Techniques of Attitude Scale Construction," New York: Appleton-Century-Crofts, Inc., 1957.

TEACHER ATTITUDES RELATIVE TO THE EDUCATIONAL SETTING
(Minnesota Teachers Attitude Inventory)

REFERENCE:

Brunson, Quinn, et al. "Implementation of the Teacher and His Staff Concept Project," *Research Report No. 2, Evaluation Report.* Grand Forks, North Dakota: University of North Dakota, The Bureau of Educational Research and Services, 1969 (ED 035 580).

EXPLANATION OF VARIABLE(S):

Teacher Attitudes Relative to the Educational Setting - the effect the use of teacher aides has on teacher-pupil relations. Attitudes include (1) teacher success in interpersonal relationships with children, (2) satisfaction with teaching, and (3) whether the teacher is authoritarian or democratic in the educational setting.

CONTEXT OF USE:

The purposes of the study were as follows:

1. to determine if change in the experimental group was linear or whether once change had occurred there was little or any further change;
2. to standardize an aide inventory so that it would have utilization for other teacher aide projects throughout the United States; and
3. to seek out predictors that would have value in determining persons likely to become satisfactory aides.

DESCRIPTION OF THE MEASURING DEVICE:

The Minnesota Teachers Attitude Inventory (MTAI) measures the three above defined attitudes. No further information was given.

ILLUSTRATIVE QUESTION:

Neither sample questions nor questionnaire were included in reference.

ADMINISTRATIVE PROCEDURES:

The instrument was administered to the respondents at the beginning of the school year 1967 and again in the spring of 1968. The questionnaire was again administered during a preschool workshop in 1968 and again in the spring of 1969. It is necessary to administer the instrument as a pretest and post-test to evaluate the results.

RELIABILITY/VALIDITY:

No information was provided.

SAMPLE/POPULATION:

Forty-eight teachers in the Teacher Aide Project in the Grand Forks, North Dakota public schools participated.

AVAILABILITY OF THE MEASURING DEVICE:

For further information, contact the Bureau of Educational Research and Services, University of North Dakota, Grand Forks, North Dakota.

EXPECTED CHANGE
(Teacher Activity Instrument)

REFERENCE:

Brunson, Quinn, et al. "Implementation of the Teacher and His Staff Concept Project," *Research Report No. 2, Evaluation Report.* Grand Forks, North Dakota: University of North Dakota, The Bureau of Educational Research and Services, 1969 (ED 035 580).

EXPLANATION OF VARIABLE(S):

Expected Change - measured via two dimensions:

1. change in amount of time teachers reported that they had spent carrying out certain tasks related to teaching; and
2. change in the perceptions of teachers relative to the types of activities that could be assigned to aides.

CONTEXT OF USE:

The purposes of the study were as follows:

1. to determine if change in the experimental group was linear or whether once change had occurred there was little or any further change;
2. to standardize an aide inventory so that it would have utilization for other teacher aide projects throughout the United States; and
3. to seek out predictors that would have value in determining persons likely to become satisfactory aides.

DESCRIPTION OF THE MEASURING DEVICE:

The Teacher Activity Instrument (TAI) is designed to measure expected change on the two above defined dimensions.

ILLUSTRATIVE QUESTION:

I conduct the activity described.	This task could be assigned to other non-instructional personnel.
1 2 3 4 5	1 2 3 4 5

Planning lessons, developing and selecting materials, grading objective examinations.

Note: 1 = Very Often; 2 = Often; 3 = Sometimes; 4 = Seldom; 5 = Never

ADMINISTRATIVE PROCEDURES:

The self-administered instrument was used in pretest fashion in a preschool workshop, and post-test fashion at the end of the school year.

RELIABILITY/VALIDITY:

No information was provided concerning reliability estimates.

Criterion-related validity was assessed through correlations (Spearman Rank Order) of expected change to other observed changes. No data was provided.

SAMPLE/POPULATION:

Forty-eight teachers in the Teacher Aide Project in the Grand Forks, North Dakota public schools participated.

AVAILABILITY OF THE MEASURING DEVICE:

The instrument is included in the reference.

TEACHER AIDE COMPETENCIES
(Teacher Aide Evaluation)

REFERENCE:

Brunson, Quinn, et al. "Implementation of the Teacher and His Staff Concept Project," *Research Report No. 2, Evaluation Report.* Grand Forks, North Dakota: University of North Dakota, The Bureau of Educational Research and Services, 1969 (ED 035 580).

EXPLANATION OF VARIABLE(S):

Teacher Aide Competencies - defined as the characteristics which are important in the interpersonal relations between the aides and the children in the judgment of the teachers with whom an aide works.

CONTEXT OF USE:

The purposes of the study were as follows:

1. to determine if change in the experimental group was linear or whether once change had occurred there was little or any further change;
2. to standardize an aide inventory so that it would have utilization for other teacher aide projects throughout the United States; and
3. to seek out predicters that would have value in determining persons likely to become satisfactory aides.

DESCRIPTION OF THE MEASURING DEVICE:

The Teacher Aide Evaluation consists of twenty characteristics to be rated by the teachers on a seven-point scale from "outstanding" through "unsatisfactory" to "no opportunity to observe." Three additional written comments are allowed to give the responding teacher an opportunity to describe the aide's strengths, incidents of assistance, and to make additional comments.

ILLUSTRATIVE QUESTION:

Please circle the appropriate response:

1. Speech 1 2 3 4 5 6 7
5. Enthusiasm 1 2 3 4 5 6 7

14. Attitude toward children 1 2 3 4 5 6 7
16. Ability to communicate 1 2 3 4 5 6 7

Note: 1 = Outstanding; 2 = Excellent; 3 = Superior; 4 = Good; 5 = Acceptable; 6 = Unsatisfactory; 7 = No Opportunity to Observe

ADMINISTRATIVE PROCEDURES:

The instrument was administered after the teachers had completed ¾ of an academic year using teacher aides.

RELIABILITY/VALIDITY:

The TAE was not subjected to statistical analysis for reliability or validation. Its use was intended for personnel selection; however, it is recommended that further study be made to determine its usefulness as a predictor of successful teacher aides.

SAMPLE/POPULATION:

Forty-eight teachers in the Teacher Aide Project in the Grand Forks, North Dakota public schools participated.

AVAILABILITY OF THE MEASURING DEVICE:

The instrument is included in the reference.

PUPILS' ATTITUDES TOWARD TEACHER AIDES
(Semantic Differential Test)

REFERENCE:

Brunson, Quinn, et al. "Implementation of the Teacher and His Staff Concept Project," *Research Report No. 2, Evaluation Report.* Grand Forks, North Dakota: University of North Dakota, The Bureau of Educational Research and Services, 1969 (ED 035 580).

EXPLANATION OF VARIABLE(S):

Pupils' Attitudes toward Teacher Aides - measured in terms of five conceptual elements: (1) myself, (2) teacher aide, (3) other pupils, (4) I think the aide . . . , and (5) school.

CONTEXT OF USE:

The purposes of the study were as follows:

1. to determine if change in the experimental group was linear or whether once change had occurred there was little or any further change;
2. to standardize an aide inventory so that it would have utilization for other teacher aide projects throughout the United States; and
3. to seek out predictors that would have value in determining persons likely to become satisfactory aides.

DESCRIPTION OF THE MEASURING DEVICE:

The Semantic Differential Test collects data on pupil attitudes for the above named five conceptual elements on a seven-point Likert-type scale. For each element, descriptive adjectives or statements and their antonyms are listed for the respondent (a pupil) to react to in describing the conceptual element.

ILLUSTRATIVE QUESTION:

_____ Teacher Aide(s)

FAIR	___:	___:	___:	___:	___:	___	UNFAIR
WORTHLESS	___:	___:	___:	___:	___:	___	VALUABLE
SQUARE	___:	___:	___:	___:	___:	___	COOL
INTERESTING	___:	___:	___:	___:	___:	___	UNINTERESTING

(Nineteen more adjectives were listed for this element)

ADMINISTRATIVE PROCEDURES:

The self-administered questionnaire requires the pupil respondent to respond to the items by what they mean to him.

RELIABILITY/VALIDITY:

No information was provided concerning reliability estimates.

Criterion-related validity was assessed by using an ANOV design to determine significance of difference against other variables in the study. No statistics were provided.

SAMPLE/POPULATION:

A total of 570 pupils ranging from grades four through eight inclusive responded to the questionnaires as follows: 184 fourth graders, 158 sixth graders, and 228 eighth graders.

AVAILABILITY OF THE MEASURING DEVICE:

The instrument is included in the reference.

STAFF SENTIMENT
(Staff Sentiment Scale)

REFERENCE:

Clark, N. Cecil. "An Instrument for Measuring Staff Sentiments Toward Self, School, and Profession." Paper presented at AERA, Chicago, Illinois, April 1972.

EXPLANATION OF VARIABLE(S):

Staff Sentiment - consists of the following categories:

1. individualism - the self-image of the individual, his identification with the organization, the quality of his exchange with the organization, and the freedom he feels in pursuing organizational goals.
2. collegiality - the interpersonal relations among individuals in the organization.
3. professional disposition - refers to a social rather than administrative control. It reflects a commitment larger than to the particular employing institution. The commitments are to the students, to an area of expertise, and to the public trust.

CONTEXT OF USE:

The purpose of the study was to develop (1) a comprehensive model for evaluating School Personnel Utilization Programs, and (2) the instruments and procedures required to assess the impact of the programs.

DESCRIPTION OF THE MEASURING DEVICE:

The Staff Sentiment Scale is a seventy item questionnaire of five subscales: (1) self-concept, (2) frequency of interaction, (3) collegiality, (4) professional practices of school, and (5) preferred professional practices. Respondents make multiple choice responses to each item on an answer sheet compatible with the IBM 1230 scoring machine.

ILLUSTRATIVE QUESTION:

The faculty at this school generally regards services that are not covered in the terms of their contract:

1. as an unjustified demand.
2. as natural extensions of the duties of a professional teacher.
3. as part of the "unwritten" terms by which they must abide.

ADMINISTRATIVE PROCEDURES:

The questionnaire is self-administered.

RELIABILITY/VALIDITY:

Alpha reliability coefficients were used to assess the five subscales: self-concept (.74); frequency of interaction (.71); collegiality (.86); professional practices (.61); and preferred practices (.35). In addition, principal component factor analysis was applied to the total scale which broke out four basic dimensions.

SAMPLE/POPULATION:

A non-randomized selection of twenty-five schools, mostly elementary, made up the sample. All schools were participating in some type of project or model school effort. Due to the non-random selection, the results may not be representative, however, the author reported that any bias due to non-random sampling was expected to be in the positive direction. A total of 601 subjects (98 percent of the total sample) had scorable papers.

AVAILABILITY OF THE MEASURING DEVICE:

For more information contact N. Cecil Clark, Department of Educational Research, Florida State University, Tallahassee, Florida 32306.

INTERNALIZED NORMS AND FRIENDSHIP
(Role Conception Inventory)

REFERENCE:

Corwin, Ronald; Taves, Marvin J.; and Haas, J. Eugene. "Social Requirements of Occupational Success: Internalized Norms and Friendship." *Social Forces*, Vol. 39, October 1960, pp. 135-140.

EXPLANATION OF VARIABLE(S):

Internalized Norms - the relationship between persons and conformity to an official structure, analyzed in terms of normative expectations.

Friendship - the relationship between primary group membership and conformity to an official structure, analyzed in terms of group sentiments and shared cultural values.

CONTEXT OF USE:

This study assumed that the way in which subordinates are evaluated by their superiors plays an important role in the level of success the subordinates eventually achieve in their careers. In this reference, three factors that could influence superiors' evaluations of subordinates are examined: (1) subordinates' internalization of official norms, (2) their friendship with superiors, and (3) their friendship with peers.

DESCRIPTION OF THE MEASURING DEVICE:

The Role Conception Inventory (RCI) consists of 200, five-point Likert-type statements ("strongly agree" to "strongly disagree") designed to cover most phases of the nursing role.

ILLUSTRATIVE QUESTION:

Even RN's should have supervision by the head nurse and station supervisor in regard to their techniques.

ADMINISTRATIVE PROCEDURES:

The RCI is self-administered.

RELIABILITY/VALIDITY:

No information was provided.

SAMPLE/POPULATION:

Forty-eight hospital staff nurses from three hospitals in a midwestern city participated.

AVAILABILITY OF THE MEASURING DEVICE:

Further information is available in the following reference: Haas, J. Eugene. "Role Consensus and Disharmony in Hospital Work Groups." Doctoral dissertation, University of Minnesota, 1957.

ROLE CONFLICT
(Personal Questionnaire)

REFERENCE:

Getels, J. W., and Guba, Egon G. "Role, Role Conflict, and Effectiveness: An Empirical Study." *American Sociological Review,* Vol. 19, April 1954, pp. 164-175.

EXPLANATION OF VARIABLE(S):

Role Conflict - categorized in terms of the extent and intensity of role conflict, personality, and effectiveness within a teaching situation.

CONTEXT OF USE:

This investigation sought to avoid the shortcomings of contrived situations by studying role and role conflict in a real life setting. Specifically, the study was concerned with examining (1) the relationships existing in a military situation between two highly organized roles, those of officer and teacher; (2) the conflict between these roles when held by a single individual; and (3) the consequences of such conflict for the effective management of one of the roles.

DESCRIPTION OF THE MEASURING DEVICE:

The Personal Questionnaire is designed to obtain the following types of material from respondents: (1) descriptive information; (2) attitudinal information such as interest in the goals of Air University, feelings of adequacy or inadequacy relative to work, and sentiments toward the educational procedures; and (3) ratings of fellow instructors as either below average or above average in teaching effectiveness.

ILLUSTRATIVE QUESTION:

Neither sample questions nor the questionnaire were included in the reference.

ADMINISTRATIVE PROCEDURES:

The instrument was mailed out with Inventory II (See page 105 of this document).

RELIABILITY/VALIDITY:

No information was provided.

SAMPLE/POPULATION:

Participants included 266 Air Force officer-instructors. From Inventory I, 200 (75 percent) were returned; from Inventory II, 169 (64 percent) were returned.

AVAILABILITY OF THE MEASURING DEVICE:

The questionnaire was not included in the article.

ROLE CONFLICT
(No specific title was given)

REFERENCE:

Getels, J. W., and Guba, Egon G. "Role, Role Conflict, and Effectiveness: An Empirical Study." *American Sociological Review*, Vol. 19, April 1954, pp. 164-175.

EXPLANATION OF VARIABLE(S):

Role Conflict - categorized in terms of the extent and intensity of role conflict, personality and effectiveness within a teaching situation.

CONTEXT OF USE:

This investigation sought to avoid the shortcomings of contrived situations by studying role and role conflict in a real life setting. Specifically, the study was concerned with examining (1) the relationships existing in a military situation between two highly organized roles, those of officer and teacher; (2) the conflict between these roles when held by a single individual; and (3) the consequences of such conflict for the effective management of one of the roles.

DESCRIPTION OF THE MEASURING DEVICE:

The two forty-six item inventories consist of the same statement items. Inventory I is a situational instrument measuring the extent of conflicts from school to school. Inventory II is a personalistic instrument measuring the intensity of conflict from officer-instructor to officer-instructor within each school. Respondents rate the items of each inventory on a six-point Likert-type scale covering four general areas: (1) procedures, (2) rank, (3) career, and (4) assignment.

ILLUSTRATIVE QUESTION:

It is a shortsighted policy to rate instructors at Air University solely in terms of factors relating to effectiveness as officers, largely ignoring factors relating to effectiveness as instructors.

Inventory I

The statement as made would be agreed to at my school by:

0 - practically none of the instructors
1 - a small proportion of the instructors
2 - some of the instructors
3 - a considerable number of the instructors
4 - many of the instructors
5 - very many of the instructors

Inventory II

The situation described in the statements troubles me:

0 - not at all
1 - to a small degree
2 - to some degree
3 - to a considerable degree
4 - to a great degree
5 - to a very great degree

ADMINISTRATIVE PROCEDURES:

The instruments were distributed by inter-office mail. A week separated the distribution of Inventories I and II.

RELIABILITY/VALIDITY:

No information was provided.

SAMPLE/POPULATION:

Participants included 266 Air Force officer-instructors. From Inventory I, 200 (75 percent) were returned; from Inventory II, 169 (64 percent) were returned.

AVAILABILITY OF MEASURING DEVICE:

The instrument was not included in the article.

ADDITIONAL COMMENTS:

See The Personal Questionnaire on page 100 of this document.

VALUATION OF MEMBERSHIP IN A GROUP
(No title was provided)

REFERENCE:

Kelley, Harold H., and Volkart, Edmund H. "Resistance to Change of Group-Anchored Attitudes." *American Sociological Review*, Vol. 17, August 1952, pp. 453-465.

EXPLANATION OF VARIABLE(S):

Valuation of Membership in a Group - consists of the resistance to a change of attitudes anchored in group norms, when members of the same group place different values upon their membership; and the total quantity of satisfactions perceived to be mediated by a given membership.

CONTEXT OF USE:

This study was concerned with attitudes anchored in a group norm lying near one end of the attitude continuum. A communication was given to move these attitudes away from the norm toward the other end of the scale. The assumption was made that the amount of resistance would be represented by the extent to which the expressed attitudes continued to conform to the norm of the group.

DESCRIPTION OF THE MEASURING DEVICE:

The measure of valuation of membership consists of fifteen items concerning perceptions of the respondent about membership. Only seven of the items gave differential results or measured any differences.

ILLUSTRATIVE QUESTION:

1. How do you feel when you are not able to come to a meeting of the troop?

____ I am glad I don't have to come.
____ I don't care much one way or the other.
____ I feel slightly sorry.
____ I feel very bad that I can't come.

ADMINISTRATIVE PROCEDURES:

For the experimental groups, preparations were made by the experimenters to visit the scout troops during weekly meetings on two successive dates. The experimenter met the subjects during the first meeting and had them complete two items: (1) a questionnaire seeking their evaluations of membership in the troop, etc., and (2) a scale to determine their attitudes towards camping and forest activities as compared with activities of city life. At the second meeting another experimenter, unknown to the subjects, gave a talk emphasizing city life as contrasted with camping and forest activities. The subjects were randomly divided in half and given the same two instruments. One group was told the results would be kept private, and the other group was told the results would be read to the whole troop. After completion of the after-test questionnaire, the complete experiment was explained and all results were kept private.

The control groups were issued the same questionnaires under the public/private groupings.

RELIABILITY/VALIDITY:

Five of the fifteen questions formed a reproducibility coefficient of .895. Criterion-related and construct validity was assessed via data confirming two of three hypotheses in the study.

SAMPLE/POPULATION:

Boy scouts in a large New England industrial community participated. Eighteen total troops were selected and divided into six control troops (N=115) and twelve experimental troops (N= 195).

AVAILABILITY OF THE MEASURING DEVICE:

Five sample questions and a description of the procedures are included in the reference.

TEACHERS' ATTITUDES TOWARD CURRICULUM PARTICIPATION
(Curriculum Attitude Inventory)

REFERENCE:

Langenbach, Michael. "Development of an Instrument to Measure Teachers' Attitudes Toward Curriculum Use and Planning." *The Journal of Educational Research*, Vol. LXVI, No. 1, September 1972, pp. 35-38.

EXPLANATION OF VARIABLE(S):

Teachers' Attitudes Toward Curriculum Participation - measured by a teacher's (1) being willing to use curriculum for planning his or her classroom activities, (2) making constructive comments about the curriculum that is used, (3) indicating an interest in the curriculum system present in the school or district, and (4) volunteering or at least not being reluctant to participate in curriculum planning activities.

CONTEXT OF USE:

The purpose of the study was twofold: (1) to construct an instrument that discriminated between teachers with positive and negative attitudes toward curriculum use and planning; and (2) to determine if teachers in an in-service situation with curriculum planning experience had more positive attitudes toward curriculum use and planning than in-service teachers without such experience.

DESCRIPTION OF THE MEASURING DEVICE:

The Curriculum Attitude Inventory (CAI) consists of fifty items rated by respondents on a six-point Likert-type scale from "strongly agree" to "strongly disagree."

ILLUSTRATIVE QUESTION:

Neither sample questions nor the questionnaire were included in the reference.

ADMINISTRATIVE PROCEDURES:

The questionnaire is self-administered.

RELIABILITY/VALIDITY:

Hoyt's analysis of variance technique was used to determine the reliability of the CAI yielding a reliability coefficient of .66. Criterion-related and construct validity were assessed through the testing of eight hypotheses.

SAMPLE/POPULATION:

All 274 teachers from a school district were given the questionnaire (257 responded - 93 percent). The teachers were divided into subclasses as follows: (1) participation in curriculum planning; (2) grade level (elementary or secondary); and (3) years of teaching experience (< 3, 3-10, > 10).

AVAILABILITY OF THE MEASURING DEVICE:

The CAI, manual, and scoring key may be obtained from Michael Langenbach, 820 Van Fleet Oval, College of Education, University of Oklahoma, Norman, Oklahoma 73069. Please enclose $1.00 for handling.

LEADERSHIP TRAITS
(No title was provided)

REFERENCE:

Lowin, Aaron; Hrapchak, William J.; and Kavanaugh, Michael J. "Consideration and Initiating Structure: An Experimental Investigation of Leadership Traits." *Administrative Science Quarterly*, Vol. XIV, No. 2, 1969, pp. 238-253.

EXPLANATION OF VARIABLE(S):

Leadership Traits - Consist of (1) consideration - behavior indicating mutual trust, (2) respect - a certain warmth and rapport between the supervisor and his group, and (3) initiating structure - behavior in which a supervisor organizes and defines group activities and his relations to the group. A leader defines the role he expects each member to assume, assigns tasks, plans ahead, establishes ways of getting things done, and pushes for production.

CONTEXT OF USE:

The purpose of the study was to investigate the interrelationships and effects of consideration and initiating structure as related to effective leadership.

DESCRIPTION OF THE MEASURING DEVICE:

A rating scale was to be used by judges in evaluating the above three traits of consideration and structure.

ILLUSTRATIVE QUESTIONS:

An illustration of a consideration question - He refuses to give in when people disagree with him.
An illustration of an initiating structure - He encourages slow working foremen to greater efforts.

ADMINISTRATIVE PROCEDURES:

A scale was used in an experimental design which manipulated consideration and initiative structure.

RELIABILITY/VALIDITY:

Internal consistency was previously determined by factor analytic techniques. References also were given concerning an analysis that determined the orthogonality of the two dimensions. However, no statistical analysis data were provided.

Criterion-related and construct validity were assessed via three hypotheses. All three were generally supported: (1) the constructs are orthogonal, (2) productivity and quality correlate positively with both constructs, and (3) consideration is positively correlated with job satisfaction.

SAMPLE/POPULATION:

The sample consisted of eighty undergraduate men who responded to an advertisement for part-time work.

AVAILABILITY OF THE MEASURING DEVICE:

Items of the rating scale are included in the reference.

JOB PERFORMANCE CRITERIA
(School Administrator Evaluation Form)

REFERENCE:

Miner, John B. "The Administrator and Organizational Character." Eugene, Oregon: The Center for the Advanced Study of Educational Administration, University of Oregon, 1967.

EXPLANATION OF VARIABLE(S):

Job Performance Criteria - measured by (1) individual motives, (2) other personality characteristics, (3) ratings made by superiors of the school district, (4) salary, and (5) level attained in the administrative hierarchy of the district.

CONTEXT OF USE:

The purpose of the study was to determine major factors affecting the selection and performance of supervisors in school organizations.

DESCRIPTION OF THE MEASURING DEVICE:

The School Administrator Evaluation Form consists of ten job-related factors with which a superior rates a subordinate supervisor via a ten-point scale from "outstanding +" to "unsatisfactory or limited" with an additional option of "not relevant." The criteria evaluated include performance, attitudes, overall judgment of the individual as a school administrator, and special characteristics important to success in that particular administrative position.

ILLUSTRATIVE QUESTION:

1. Performance in relation to subordinate's ability to elicit effective work from his or her subordinates

Outstanding +	____	Satisfactory +	____
Outstanding	____	Satisfactory	____
Outstanding –	____	Satisfactory –	____
Good +	____	Unsatisfactory	____
Good	____	Not Relevant	____
Good –	____		

ADMINISTRATIVE PROCEDURES:

The rating form was filled out by the two supervisors of an administrator who were most likely to be familiar with his work. Superintendents were deleted from this study. The results of the two ratings were then averaged to obtain the score.

RELIABILITY/VALIDITY:

Reliabilities of items ranged from .53 to .72.

Criterion-related validity was assessed through known demographic differences in the sample population.

SAMPLE/POPULATION:

From a total population of 276 administrative personnel, 219 (79.3 percent) responded. Respondents were from a large city, a medium city, a small city, and consolidated school districts in the Pacific Northwest.

AVAILABILITY OF THE MEASURING DEVICE:

The instrument is included in the reference.

ADDITIONAL COMMENTS:

A demographic Employment History Form is used with this instrument for collecting information about the respondent's past full-time permanent positions.

WORK VALUE SYSTEMS
(No title was provided)

REFERENCE:

Pennings, Johannes M. "Work-Value Systems of White Collar Workers." *Administrative Science Quarterly*, Vol. XV, No. 4, December 1970, pp. 397-405.

EXPLANATION OF VARIABLE(S):

Work Value Systems - consist of a constellation of attitudes and opinions (either intrinsic or extrinsic) with which an individual evaluates his job and work environment.

CONTEXT OF USE:

The purpose of the study was to ascertain to what degree structural factors might explain variance in the work-value system of white collar workers.

DESCRIPTION OF THE MEASURING DEVICE:

The Q-sort device concerned with the relative importance of fourteen work values, eight reflecting intrinsic values, and six reflecting extrinsic values, was used.

ILLUSTRATIVE QUESTION:

That I have a job which is important for the company.

ADMINISTRATIVE PROCEDURES:

The fourteen values printed on cards were randomly sorted and given to the subject to arrange in accordance with " . . . how *important* they are for *yourself*." The Q-sort was administered individually by a researcher, and the respondent recorded the order on a data sheet.

RELIABILITY/VALIDITY:

No specific reliability was provided. Criterion-related and construct validity were assessed through the ability of the scale to differentiate between work groups rated as having high promotion-rate units from those rated as having low promotion-rates. (Mann-Whitney $U=7$, $p<.05$).

SAMPLE/POPULATION:

Subjects were selected from a large electronics manufacturing organization in the Netherlands. Twelve units of the firm were stratified so that a maximum variety of white collar workers could be interviewed. Random samples of fifteen low white collar workers were selected from small units and thirty from large units. N = 314 interviews. NOTE: In the Netherlands, two groups of white collar workers exist: low white collar workers who are much like blue collar workers (i.e., salesmen, clerks, secretaries, etc.), and high white collar workers who are more professional.

AVAILABILITY OF THE MEASURING DEVICE:

The instrument is included in the reference.

CHANGE ORIENTATION
(National Vocational Teacher Opinion Questionnaire)

REFERENCE:

Russell, Earl B. "Measurement of the Change Orientation of Vocational Teachers." Columbus, Ohio: The Center for Vocational and Technical Education, The Ohio State University, December 1972.

EXPLANATION OF VARIABLE(S):

Change Orientation - described as an individual's predisposition or attitude toward change.

CONTEXT OF USE:

The purpose of the study was to develop an instrument to measure the change orientation of vocational teachers.

DESCRIPTION OF THE MEASURING DEVICE:

The National Vocational Teacher Opinion Questionnaire consists of three parts. Part I consists of fourteen fill-in demographic items. Part II consists of 240 items concerning the respondent's personal opinion about various areas in vocational education to be rated on a four-point scale from "strongly agree" to "strongly disagree". Part III consists of two sections: thirty-four items regarding social and personal opinions, and nineteen items concerning how important events in our society affect certain people.

ILLUSTRATIVE QUESTION:

The major responsibility for preparing students better for the world of work rests particularly upon vocational education courses in public schools.

Strongly Agree	Agree	Disagree	Strongly Disagree
0	1	2	3

ADMINISTRATIVE PROCEDURES:

The questionnaire was mailed to the participants. The researcher paid the respondents a $10.00 honorarium.

RELIABILITY/VALIDITY:

Kuder-Richardson reliability (Formula 8) ranged from .76 to .97 for the eight subscales. A hierarchical factor analysis resulted in a one factor, twenty-one item scale with a K-R (Formula 8) coefficient of .91.

Criterion-related and construct validity were assessed via the ability of the scale to differentiate between known groups of laggards (resistant adopters) and early adopters. Addition validity was established via correlations with four other attitudinal scales: (1) Rokeach Dogmatism Scale (r = -.190); (2) McClosky Conservatism Scale (r = -.338**); (3) Dye Local-Cosmopolitan Scale (r = -.320**); and (4) Rotter Internal-External Control Scale (r = -.087).

SAMPLE/POPULATION:

The researcher obtained a list of "known laggards and early adopters" from supervisors of vocational education from thirty-eight states. From 1200 nominations, the research selected 215 teachers from each group (total of 250). Ninety-seven early adopters and eighty-six laggards responded.

AVAILABILITY OF THE MEASURING DEVICE:

The instrument is included in the appendix of the reference.

INTERPERSONAL COMPETENCE
(No title was provided)

REFERENCE:

Stanton, Howard R., and Litwak, Eugene. "Toward the Development of a Short Form Test of Interpersonal Competence." *American Sociological Review*, Vol. 20, December 1955, pp. 668-674.

EXPLANATION OF VARIABLE(S):

Interpersonal Competence - described as the ability to maintain ideal behavior under interpersonal stress.

CONTEXT OF USE:

In this study, the investigators have tried to find out whether the interpersonal competence exhibited in role playing is representative or typical of the subject's interpersonal competence in "real life." The reference explores the unusually high correlations found between the two and the implications for future research.

DESCRIPTION OF THE MEASURING DEVICE:

The role playing test involved a series of three role playing scenes: (1) meeting a troubled friend, (2) criticizing an old employee, and (3) parrying an interfering parent. After each of the three scenes the subject was rated by the tester via twenty adjectives.

ILLUSTRATIVE QUESTION:

Rate the subject on the degree to which he (she) shows the following items in his behavior:

curt	N	MA	S	MU	N = None
dogmatic	N	MA	S	MU	MA = Maybe
smug	N	MA	S	MU	S = Some
obsequious	N	MA	S	MU	MU = Much

ADMINISTRATIVE PROCEDURES:

For the role playing, the subject was given short, simple general instructions for each scene. The interpersonal stress which the tester presented in standardized order. The subject was then rated

as described above. People who knew the subjects well described their outside behavior according to the same categories using forms identical to those used by the tester in the role playing scenes.

RELIABILITY/VALIDITY:

The rank correlations of compared ratings of the three scenes were .82, .53, .93 respectively. Scoring reliability determined by product moment correlation was .92 and the rank correlation was .94.

SAMPLE/POPULATION:

Thirty-two new foster parents, twelve veteran foster parents, and eight graduate students were the subjects of the study. Informants were caseworkers, homefinders, fellow students.

AVAILABILITY OF THE MEASURING DEVICE:

The procedure and device are described in the reference.

ORGANIZATIONAL COMMITMENT
(No title was provided)

REFERENCE:

Thornton, Russell. "Organizational Involvement and Commitment to Organization and Profession." *Administrative Science Quarterly*, Vol. XV, No. 4, December 1970, pp. 417-426.

EXPLANATION OF VARIABLE(S):

Organizational Commitment - defined as the measure of commitment of a professional to his organization and to his profession, the extent to which the teacher would allow the organization to structure his teaching role, his membership in professional organizations, and his reluctancy to leave the teaching profession.

CONTEXT OF USE:

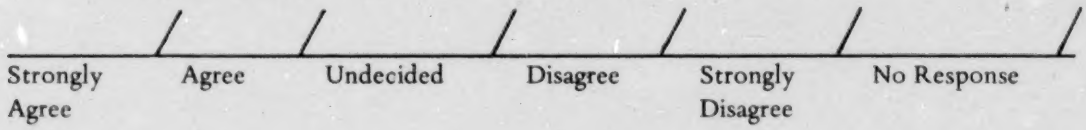
The purpose of the study was to determine the conditions of organizational involvement that may facilitate the compatibility of commitments to both the profession and the organization for one group of professional employees, junior college teachers.

DESCRIPTION OF THE MEASURING DEVICE:

The questionnaire consists of fifteen items: eight questions concerning organizational commitments, and seven questions concerning professional commitments. A Likert-type scale is used to rate the items.

ILLUSTRATIVE QUESTION:

There is no point in having policy manuals if the policies are not followed.



ADMINISTRATIVE PROCEDURES:

The questionnaire was mailed.

RELIABILITY/VALIDITY:

Guttman scale item analysis was used to determine internal consistency. The coefficient of reproducibility was .928; the coefficient of chance reproducibility was .884. Criterion-related validity was assessed via three hypotheses concerning: (1) the positive relation of commitment to professionalism of performance criteria, (2) authority over subordinates, and (3) supervision. All three were reported as confirmed.

SAMPLE/POPULATION:

The sample consisted of eight out of a possible twenty-seven junior colleges in Florida, differentially selected. A total of 661 faculty members were sent questionnaires. Four hundred one questionnaires were returned (383 usable - 61 percent response rate).

AVAILABILITY OF THE MEASURING DEVICE:

Sample questions are included in the reference.

INTERPERSONAL RELATIONS NEEDS
(Fundamental Interpersonal Relations Orientation-Behavior)

REFERENCE:

Wiener, William K. "Interpersonal Compatabilities of Innovative and Non-innovative School Principals and Curriculum Coordinators." Paper presented at AERA, Chicago, Illinois, 1972.

EXPLANATION OF VARIABLE(S):

Interpersonal Relations Needs - defined as follows: (1) Expressed Inclusion - I initiate interaction with people; (2) Wanted Inclusion - I want to be included by others; (3) Expressed Control - I control people; (4) Wanted Control - I want people to control me; (5) Expressed Affection - I act close and personal toward people; (6) Wanted Affection - I want people to be close and personal with me.

CONTEXT OF USE:

The basic question asked by this study was, "Is the quality of the interpersonal relationship between the principal and the curriculum coordinator (the individual attached to the central office staff of a school district who is responsible for the development of curriculum and the supervision of teachers) a variable that is related to the successful adoption of innovations in elementary schools?"

DESCRIPTION OF THE MEASURING DEVICE:

The Fundamental Interpersonal Relations Orientation - Behavior (FIRO-B) questionnaire measures the six above-described interpersonal needs in the areas of expressed and wanted inclusion, control, and affection.

ILLUSTRATIVE QUESTION:

Neither sample questions nor the questionnaire were included in the reference.

ADMINISTRATIVE PROCEDURES:

No information was provided in the reference, however, the article implies self-administration of the instrument.

RELIABILITY/VALIDITY:

No information was provided.

SAMPLE/POPULATION:

Principals and curriculum coordinators from twelve schools in three school districts participated. These schools were selected based on their innovativeness. Four schools from each district were selected: the two *most* innovative, and the two *least* innovative.

AVAILABILITY OF THE MEASURING DEVICE:

For further information contact William K. Wiener, Lenoir Rhyne College, Hickory, North Carolina.

ADDITIONAL COMMENTS:

See page 135 in this compilation for an additional instrument used in this study.

ADDITIONAL REFERENCES:

Schultz, W. C. *The FIRO Scales (Manual).* Palo Alto: Consulting Psychologists Press, Inc., 1967.

The Interpersonal Underworld: FIRO. Palo Alto: Science and Behavior Books, Inc., 1958.

DEGREE OF ADOPTION OF INNOVATIVE PRACTICES
(Survey of Innovative Practices in Small Schools Program Schools)

REFERENCE:

Miller, Donald F. "Oregon Small Schools Program, A Title III Project." Salem, Oregon: Educational Coordinates Northwest, May 1971.

EXPLANATION OF VARIABLE(S):

Degree of Adoption of Innovative Practices - innovative practices were defined as those practices generally recognized as a departure from "traditional" practice. The degree of adoption concerns the extent to which schools implement innovative practices in organization, facilities, methodology, support programs, etc.

CONTEXT OF USE:

The purpose of this study was to make an independent evaluation report considering three major areas: (1) the extent to which member schools implemented methodological and organizational changes, (2) the established climate for change, and (3) the extent to which project schools have moved toward implementation of the Oregon Board of Education objectives.

DESCRIPTION OF THE MEASURING DEVICE:

The Survey of Innovative Practices in Small Schools Program Schools gathers information about five categories of innovative practices in the school: (1) organization, (2) facilities, (3) methodology, (4) support programs, (5) others.

ILLUSTRATIVE QUESTION:

Please check the innovative practices included in your school program.

II. Facilities

____1. Resource centers
- ____a. All instructional areas
- ____b. Some instructional areas (identify)

____2. Specialized instructional areas (identify nature of)

____3. Specially designed large group areas
____4. Specially designed small group areas
____5. Other unique areas (describe)

ADMINISTRATIVE PROCEDURES:

The form is completed by school administrators.

RELIABILITY/VALIDITY:

No specific information was provided concerning reliability estimates or validity assessment. However, some criterion-related validity was established due to the ability of the scale to differentiate the schools in the sample.

SAMPLE/POPULATION:

The total population of school administrators of the Oregon Small Schools Program (fifty-four secondary schools, forty-one elementary schools) participated.

AVAILABILITY OF THE MEASURING DEVICE:

A facsimile of the survey is included in Appendix D of the reference.

STUDENT PERCEPTIONS
(Student Assessment Form)

REFERENCE:

Miller, Donald F. "Oregon Small Schools Program, A Title III Project." Salem, Oregon: Educational Coordinates Northwest, May 1971.

EXPLANATION OF VARIABLE(S):

Student Perceptions - defined as the extent to which students are conscious of the implementation of the elements of the Oregon Board of Education objectives.

CONTEXT OF USE:

The purpose of this study was to make an independent evaluation report considering three major areas: (1) the extent to which member schools implemented methodological and organizational changes, (2) the established climate for change, and (3) the extent to which project schools have moved toward implementation of the Oregon Board of Education objectives.

DESCRIPTION OF THE MEASURING DEVICE:

The Student Assessment Form consists of twenty-two questions with a non-standard set of answer alternatives or fill-in answers seeking information on student perceptions of the instructional methodologies being employed by teachers, and concerning the development of self-discipline, self-direction, freedom of choice, development of responsibility, relation of school to real life, and occupation.

ILLUSTRATIVE QUESTION:

Are you satisfied with the subjects taught in this school?

A. Never B. Seldom C. Often D. Very Often

ADMINISTRATIVE PROCEDURES:

The written questionnaire was group administered; however, directions are sufficient for individual administration by mail, etc.

RELIABILITY/VALIDITY:

No evidence was provided concerning reliability estimates. Criterion-related validity was established to some extent via the ability of the instrument to differentiate students' responses by individual and school.

SAMPLE/POPULATION:

A 40 percent random selection of secondary students (N=460) from a 20 percent random selection of schools in the Oregon Small Schools Program took part in the survey.

AVAILABILITY OF THE MEASURING DEVICE:

The instrument is included in the appendix of the reference.

TEACHING STRATEGY OR METHODOLOGY USED
(Small Schools Program Assessment Classroom Observation)

REFERENCE:

Miller, Donald F. "Oregon Small Schools Program, A Title III Project." Salem, Oregon: Educational Coordinates Northwest, May 1971.

EXPLANATION OF VARIABLE(S):

Teaching Strategy or Methodology Used - defined as one of the following: (1) teacher oriented, (2) student oriented, (3) independent study, (4) one-one relationship.

CONTEXT OF USE:

The purpose of the study was to make an independent evaluation report considering three major areas: (1) the extent to which member schools implemented methodological and organizational changes, (2) the established climate for change, and (3) the extent to which project schools have moved toward implementation of the Oregon Board of Education objectives.

DESCRIPTION OF THE MEASURING DEVICE:

The Small Schools Program Assessment Classroom Observation form consists of the four above strategies with a further breakdown of activities for each strategy. The form allows for observation on two different occasions for each hour of the school day.

ILLUSTRATIVE QUESTION:

Teacher Oriented

	1	2	1	2	1	2
Lecture						
Film						
Question-Answer						
Media						
Other						

ADMIN.STRATIVE PROCEDURES:

Observations were made twice each hour in every teaching station in the school and a judgment was made during each observation as to the teaching or methodology being utilized by the teacher.

RELIABILITY/VALIDITY:

No information was provided.

SAMPLE/POPULATION:

Ten randomly selected secondary schools participated; 540 observations were made.

AVAILABILITY OF THE MEASURING DEVICE:

The instrument is included in the appendix of the reference.

DEGREE OF ADOPTION OF EDUCATIONAL INNOVATIONS

(Checklist to Determine the Degree of Adoption of
Educational Innovations in Saskatchewan Elementary Schools)

REFERENCE:

Ochitwa, Orest T. "A Study of the Organizational Climate of High and Low Adopter Elementary Schools in the Province of Saskatchewan." Regina, Saskatchewan, Canada: Saskatchewan Teachers' Federation, February 1972.

EXPLANATION OF VARIABLE(S):

Degree of Adoption of Educational Innovations - defined as the degree, the number, and the kind of changes that have occurred in elementary classes in the past two years (1970-1971).

CONTEXT OF USE:

The purpose of the study was to determine the number of educational innovations that had been adopted during calendar years 1970-1971.

DESCRIPTION OF THE MEASURING DEVICE:

The self-administered Checklist to Determine the Degree of Adoption of Educational Innovations in Saskatchewan Elementary Schools asks the respondent to classify six groups of innovations on a four-point scale by rating the degree to which the innovation has been adopted in his school.

ILLUSTRATIVE QUESTION:

Scheduling (Time)
(Please enter one of the numbers
1, 2, 3, or 4 in each of the spaces
provided)

____ Flexible scheduling
____ Individual scheduling (daily, weekly)
____ Modular scheduling (back-to-back classes)
____ Master schedule for special classes (art, music, P.E., sciences, etc.)
____ Reduced length of school day
____ Other (Describe) _____

Scoring

1. The innovation (change) has not been adopted.
2. Less than 25 percent of the classrooms in this school, suited for the innovation, have adopted it.
3. Twenty-five percent to 75 percent of the classrooms in this school, suited for the innovation, have adopted it.
4. More than 75 percent of the classrooms in this school, suited for this innovation, have adopted it.

ADMINISTRATIVE PROCEDURES:

The instrument is self-administered. Distribution was through the school's mail.

RELIABILITY/VALIDITY:

No information was provided concerning reliability estimates. Content validity was established by the Saskatchewan superintendents having selected innovations that were included on the checklist. Criterion-related and construct validity also were assessed by the ability of the scale to differentially identify low and high "adopter" elementary schools.

SAMPLE/POPULATION:

All elementary schools (K-9) of Saskatchewan with five or more staff members (N = unknown) participated.

AVAILABILITY OF THE MEASURING DEVICE:

The instrument can be obtained from the Regina Office of the Saskatchewan Teachers' Federation, 2332 Scarth Street, Regina, Saskatchewan, Canada.

INNOVATIVENESS OF PUBLIC SCHOOLS
(Educational Innovation Checklist)

REFERENCE:

Reynoldson, Roger L. "The Interrelationships Between the Decision-Making Process and the Innovativeness of Public Schools." Logan, Utah: Utah State University, November 1969 (ED 035 101).

EXPLANATION OF VARIABLE(S):

Innovativeness of Public Schools - innovativeness is defined in terms of six kinds of innovations, and the extent to which the innovations have been implemented is measured by percent of student involvement.

CONTEXT OF USE:

The purpose of the study was to identify and describe the interrelationships between educational decision-making and the organizational climate and innovativeness of public schools. The researchers hoped to gain data of value in helping school districts to more effectively initiate change.

DESCRIPTION OF THE MEASURING DEVICE:

The Educational Innovation Checklist consists of two parts: secondary and elementary. Each part consists of the following six structural elements: scheduling, staff utilization, procedures, organization, curriculum, and facilities. Under each element five innovations are listed. The respondent rates the degree of adoption of each of these innovations according to a scale given in the instructions.

ILLUSTRATIVE QUESTION:

From the Elementary Checklist

III. Procedures (Methods)

____1. Programmed Learning, Independent Study, Reading Social Studies, or Science Labs
____2. Inquiry Training, Critical Thinking, Study and Library Skills (as special courses)
____3. Electronic Language Lab
____4. Individualized Reading
____5. Other (describe) _____

Degree of involvement of students in number and time.

0 - Innovation has not been implemented
1 - Less than 25 percent involvement
2 - Twenty-five percent to 75 percent involvement
3 - More than 75 percent
4 - Innovation has been discontinued

ADMINISTRATIVE PROCEDURES:

Each respondent filled out the portion of the checklist applicable to his level of teaching during a given one year period. Only those innovations that could be verified by the principal could be checked. The checklist was administered to the principals of the schools. Respondents were told to follow directions printed on the questionnaire.

RELIABILITY/VALIDITY:

No information was provided.

SAMPLE/POPULATION:

The principals of fifty-two schools in Oregon, Idaho, Washington, Utah, and Nevada identified in a previous study by Marcum (1968) participated in the study.

AVAILABILITY OF THE MEASURING DEVICE:

The instrument is included in the reference.

ADDITIONAL REFERENCES:

Hinman, Edna F. "Personality Characteristics of School Principals Who Implement Innovation in Public Schools." Doctoral dissertation, Utah State University, 1966.

Marcum, R. LaVerne. "Organizational Climate and the Adoption of Educational Innovations." Logan, Utah: Utah State University, 1968.

INNOVATIVENESS OF SCHOOLS
(School Activities Survey)

REFERENCE:

Wiener, William K. "Interpersonal Compatibilities of Innovative and Non-innovative School Principals and Curriculum Coordinators." Paper presented at AERA, Chicago, Illinois, 1972.

EXPLANATION OF VARIABLE(S):

Innovativeness of Schools - innovativeness was rated according to the following items:

1. Boundary Maintenance - the extent to which a school has expanded or inducted personnel through the boundaries of the system.
2. Size and Territoriality - activities extending or decreasing the system's boundaries - at the school level providing different classes to meet student needs.
3. Time Use - any change in the time a school is functional or variations in time usage.
4. Goals - information about shifts in emphasis for certain areas of the curriculum - introduction of new teaching methodologies.
5. Procedures - any changes in the time, personnel, and activities relationship to improve goal attainment.
6. Role Definition - Changes in permitted and prohibited behavior of the members of the system.
7. Normative Beliefs and Sentiment - change in norms of the system.
8. Structure - the reorganization of relationships among groups in the system.
9. Socialization - change in how the system trains new entrants.
10. Linkage with Other Systems - Changes in the way the system related to its environment.

CONTEXT OF USE:

The basic question asked by this study was, "Is the quality of the interpersonal relationship between the principal and the curriculum coordinator (the individual attached to the central office staff of a school district who is responsible for the development of curriculum and the supervision of teachers) a variable that is related to the successful adoption of innovations in elementary schools?"

DESCRIPTION OF THE MEASURING DEVICE:

The School Activities Survey (SAS) is used by central office personnel to rank schools in their districts according to their perceptions as to the degree to which specific activities have taken place within a two to three year period. This study used Miles' typology of innovations as a framework for SAS--rating the ten items defined above.

ILLUSTRATIVE QUESTION:

Neither sample questions nor the questionnaire were included in the reference.

ADMINISTRATIVE PROCEDURES:

The respondents, school central office personnel, were asked to rank (1, 2, 3) the schools in their district according to the degree to which specific activities had taken place. The reference implies that the instrument was self-administered.

RELIABILITY/VALIDITY:

No information was provided concerning reliability estimates. Criterion-related validity was established to some extent due to the ability of the instrument to differentiate the schools in the sample.

SAMPLE/POPULATION:

The study was made in three medium-sized school districts with a minimum of six elementary schools in which the principals had been in their present positions for two or more years.

AVAILABILITY OF THE MEASURING DEVICE:

Further information may be obtained from William K. Wiener, Lenoir Rhyne College, Hickory, North Carolina.

ADDITIONAL COMMENTS:

See page 112 of this compilation for an additional instrument used in this study.

ADDITIONAL REFERENCES:

Miles, M. B. *Innovation in Education.* New York: Columbia University, Teachers' College, Bureau of Publications, 1964.